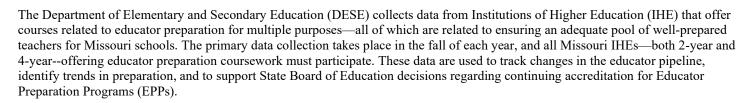
2023 Comprehensive Guide to Educator Preparation Fall Data Submission and Annual Performance Report

Revised January 2024





Introduction



The Department of Elementary and Secondary Education does not discriminate on the basis of race, color, religion, gender, gender identity, sexual orientation, national origin, age, veteran status, mental or physical disability, or any other basis prohibited by statute in its programs and activities. Inquiries related to department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Director of Civil Rights Compliance and MOA Coordinator (Title VI/Title II/X/504/ADA/ADAA/Age Act/GINA/USDA Title VI), 5th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number 573-526-4757 or TTY 800-735-2966; email civilnights@dese.mo.gov.

Contents

Revision History	4
	_
Regulatory Authority for the Annual Performance Report for Educator Preparation	5
Classaw	6
Glossary	0
2023-24 Timeline	7
2023-24 1 IIIICIIIIC	I
Use of Data	7
Continuing Accreditation.	7
Non-Compliance	7
Annual Program Report for Educator Preparation Programs	
Overview of APR Process	
Guidelines for Determining Individuals and Data to be used in the APR	
Appeals Process for 2023 EPP-APR Release	8
Fall Data Submission	
Submission Template	
Submission Process	11
A 3*	13
Appendices	
Appendix A: Certification Programs and Codes	
Appendix C: Calculating an Overall EPP Score	
Appendix D: Calculating Certification Type Score, Teachers	
Teacher Certification Type, Overall Score	
Teacher Program, Standard 1: Content Knowledge	
Teacher Program Standard 2: Student Learning and Development	
Teacher Program Standard 3: Curriculum Implementation	
Teacher Program Standard 4: Critical Thinking	
Teacher Program Standard 5: Classroom Environment	
Teacher Program Standard 6: Effective Communication	23
Teacher Program Standard 7: Assessment and Data Analysis	25
Teacher Program Standard 8: Professionalism	
Teacher Program Standard 9: Professional Collaboration	
Appendix E: Calculating Certification Type Score, School Counselors	
School Counselor Program Type, Overall Score	
School Counselor Program Type Standard 1: Student Development	
School Counselor Program Standard 2: Program Implementation	
School Counselor Program Standard 3: Professional Relationships	
School Counselor Program Standard 4: Leadership and Advocacy	
School Counselor Program Standard 5: Ethical and Professional Conduct	
School Leader Program Type, Overall Score School Leader Program Type, Overall Score	
School Leader Program Domain 1: Visionary Leadership	
School Leader Program Domain 1: Visionary Leadership	
School Leader Program Domain 3: Managerial Leadership	
School Leader Program Domain 4: Relational Leadership	
School Leader Program Domain 5: Innovative Leadership	

Revision History

Date of	Section/Heading	Page
Change		Number
<mark>3/6/2023</mark>	Timeline Timeline	<mark>5</mark>
3/24/2023	Allowable Uses	<mark>5</mark>
January 2024	Regulatory Authority (added); Glossary: Continuing Accreditation; Overview of APR Process;	<mark>6</mark>
	Appendix C (added); Appendix D; Appendix E; Appendix F	

Regulatory Authority for the Annual Performance Report for Educator Preparation

5 CSR 20-400.440 Procedures and Standards for Approval and Accreditation of Professional Education Programs in Missouri

PURPOSE: The State Board of Education is authorized to grant certificates of license to be a professional educator in any of the public schools of the state and establish requirements and qualifications for those certificates. This rule provides procedures and standards for approval and accreditation of educator preparation programs in Missouri.

[See <u>Rule</u> (pp. 24-25) for sections (1-3) addressing Missouri Standards for the Preparation of Educators and the process for an EPP to pursue initial approval from the State Board of Education]

(4) Accreditation.

- (A) Upon receiving initial approval, an educator preparation program must begin the process of seeking accreditation through the collection and submission of data in the form of annual reports consistent with the rules and regulations promulgated by the board.
- (B) Based upon this reporting, the commissioner shall recommend to the board that an approved educator preparation program be accredited, provisionally accredited, or unaccredited. The commissioner's recommendation shall not include the removal of accreditation of programs for which the program was not afforded an opportunity for a hearing according to the provisions of Chapter 536, RSMo.
- (C) The commissioner shall review the Annual Performance Report and may request additional information before recommendations are made to the board.
- (D) The commissioner may authorize an interim review of an educator preparation program in accordance with the rules and regulations promulgated by the board. As a result of the review, and upon the recommendation of the commissioner, the board may revoke the approval and accreditation thereby removing an educator preparation program's authorization to recommend candidates for certification.
- (E) Should the board disapprove any educator preparation program and/or one (1) or more of their individual areas of certification, the commissioner shall notify the program of the decision and inform the educator preparation program with reasons for the decision.
- (F) Requisite conditions, guidelines, procedures, and standards, as set forth in the rules and regulations promulgated by the board, shall be followed by any educator preparation program seeking board approval.

AUTHORITY: section 161.092, RSMo Supp. 2013, and section 161.097, RSMo 2000.* Original rule filed April 22, 2014, effective Dec. 30, 2014.

Glossary

The following terms are related to the educator preparation fall data submission and Annual Program Review.

Certification Area: One of the fields in which individuals may be licensed by DESE to work in Missouri schools. The list of certification areas is published in Appendix A.

Certification Candidate: An individual who has completed all requirements to be eligible for certification in a particular area. The certification candidate must be eligible to be recommended by the educator preparation program for certification.

Certification Type: One of a few large groupings into which Certification Areas may be grouped. For purposes of the APR, these types are Teacher, School Counselor, and School Leader.

Certificated Candidate: A Certification Candidate who has received Missouri certification.

Educator Preparation Program: An entity granted the authority, by the State Board of Education, to prepare and recommend candidates for certification as a teacher, school leader, or provider of student services (e.g., school counselor).

Enrolled Student: An individual who has formally joined a program intended to lead to some sort of educator certification in Missouri. In many cases, a student becomes an enrolled student upon declaring a particular major. However, at some institutions, participation in a certification program may be associated with a minor, an endorsement, a certificate, acceptance into a graduate program or some other indicator. Typically, the Office of the Registrar has some code-based method for tracking these students.

Examples of enrolled students include, but are not limited to

- 1. A student who has declared herself to be an Elementary Education major
- 2. A student who is a Chemistry major but has also completed paperwork to add an endorsement in teaching
- 3. A student who has been accepted into a graduate program that will lead to certification in Middle School Math
- 4. A student participating in a Registered Teacher Apprenticeship
- 5. A student taking courses in education at a 2-year institution

It is DESE's intent to capture enrollees at an early point in their programs, so EPPs should not wait until students have been formally accepted into a program to count them as enrollees. Institutions may decide the date of this census as long as it is after the start of the Fall Semester and prior to the submission deadline.

Missouri Performance Assessment: State-required performance assessment used to evaluate educator candidates during a culminating clinical experience. Completed by both an EPP representative and the site-based supervisor.

Program Completer: A person who met all the requirements of a state-approved educator preparation program. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements. In applying this definition, the fact that an individual has or has not been recommended to the state for initial certification or licensure may not be used as criterion for determining who is a program completer. Completers include any student who completed a program of study to become a teacher, librarian, student services provider (e.g. school counselor), and school leader (e.g. principal).

(Note: Individuals who have finished a 2-year program will not be labeled a "Program Completer". Instead, they should be identified as "Mid-Stage Enrolled.")

Reported GPA: Grade Point Average (GPA) data collected on program completers. Depending upon the program, one or more of the three types of GPA will be calculated for each completer. A full list of the GPA reporting requirements for specific programs is included in Appendix B.

- <u>Content GPA</u>. Calculated using grades from courses that have been approved to meet the content requirements in certain areas. Completers of Middle School, Secondary, and most K-12 programs should have a Content GPA.
- <u>Pedagogical GPA</u>. Calculated using courses that have been approved to meet the professional education requirements, including field and clinical experiences. Completers of Middle School, Secondary, and most K-12 programs should have a Pedagogical GPA.
- <u>Program GPA</u>. Calculated using grades from all courses in a given program. Elementary Education and Superintendent are examples of areas for which Program GPA should be reported.

2023-24 Timeline

The updated APR Timeline can be found within the Ed Prep Master Calendar.

Use of Data

This document describes processes for collecting and using multiple types of data. It is important that institutions be aware of the ways in which the data they submit will be used by DESE.

- Enrolled Student Data Data associated with Enrolled Students will only be used to better understand the overall educator pipeline. It will not be used to evaluate Educator Preparation Programs. Given that these individuals will not need to be connected to data in other tables, Personal Identifiable Information (PII), such as birthdates and Social Security Numbers do not need to be submitted for them.
- Program Completer Data Most of the data submitted are used to calculate the Annual Program Report for Educator Preparation Programs (APR-EPP). These reports form the basis for DESE's recommendations to the State Board of Education regarding continuing accreditation of EPPs. While PII must be reported for these individuals, clear protocols exist regarding public sharing of data to ensure that individuals cannot be publicly identified.

Continuing Accreditation

The State Board of Education annually reviews the accreditation status of the certification programs offered by Educator Preparation Programs (5 CSR 20-400.440). The data submitted during the fall collection process provides the primary basis for the Board's decisions.

The Annual Performance Report for Educator Preparation Programs (APR-EPP) process collects and documents data aligned with the approved standards for Teachers, School Counselors, and School Leaders. Based upon calculations described in Appendices C through F, DESE makes a recommendation to the State Board of Education regarding each EPP. Based upon its review of the data, the Board makes one of the following determinations.

Accredited: The Board acknowledges that the program an EPP is adequately preparing educators and may continue to recommend candidates for certification. DESE will recommend that EPPs earning 70 percent or more of the points possible on the APR-EPP receive this designation.

Provisionally Accredited: The Board indicates concern regarding an EPP's ability to provide adequate educator preparation. If an EPP earns fewer than 70 percent of the points possible on the APR-EPP in two consecutive years, DESE will recommend that it be designated as "Provisionally Accredited" by the Board. If designated as such, the program will be provided with a timeline for addressing areas of concern. While provisionally accredited, an EPP will retain the ability to continue to recommend candidates in that certification area.

Unaccredited: The Board determines that an EPP previously designated as "Provisionally Accredited" has not made sufficient progress and removes the EPP's authority (i.e. "approval") to recommend candidates for certification in this area.

Non-Compliance

DESE recommendations regarding accreditation and subsequent determinations made by the State Board of Education are based upon data submitted annually by EPPs. An EPP's failure to submit required data prevents DESE and the Board from meeting their legislatively required oversight responsibilities. Any EPP failing to submit required data by the published deadline will be considered out of compliance with state regulations. Consequences for non-compliance may include, but are not limited to, publication of an institutional APR-EPP that is incomplete, increased scrutiny of non-APR data and documents, and recommendation to the State Board of Education that the EPP be assigned a designation of "Provisionally Accredited" for the next year.

Annual Program Report for Educator Preparation Programs

Overview of APR Process

Each fall, EPPs submit data associated with all current (as of a single date in the fall semester) Enrolled Students and all of the previous year's (9/1-8/31) Program Completers. Based upon data provided by EPPs and third-party vendors, DESE identifies the Program Completers who qualify as Certification Candidates. The Annual Program Report for Educator Preparation Programs (APR-EPP) is generated entirely from data associated with Certification Candidates.

The APR-EPP is aligned with <u>standards</u> (under "Guidance") approved by the Missouri State Board of Education for teacher, school counselors, building administrators, and other educators. For each of an EPP's <u>certification programs</u> Certification Types (Teacher, School Counselor, and School Leader), DESE calculates a score using the processes described in Appendices D through F. The scores earned for each <u>standard</u> Certification Type are then weighted and totaled to calculate an <u>EPP score</u> (see Appendix C). The overall <u>EPP score</u> is the basis for accreditation recommendation to the State Board of Education.

Guidelines for Determining Individuals and Data to be used in the APR

Included Years of Data

Data used for APR calculations are associated with Certification Candidates submitted over the past five years.

Determination of Certification Candidates

Business logic for calculating Certification Candidates to determine if a program completer is a certification candidate includes information from GPA (Program & Content), Missouri Content Assessment, and the performance assessments.

Cell Size Considerations for Individual Performance Indicators

In order to generate publicly available data on a particular metric, a Certification Area, a Certification Type, or an EPP must have a total of at least 10 certification candidates aggregated over the past five years.

Certification Area and Certification Type data will be released securely to EPPs for planning purposes, regardless of cell size.

Survey Participation Rate

Participation rates are calculated for standards derived from first-year educator survey data. In order for survey data to be used in the calculation of a standard score, a participation rate of 40 percent or greater is necessary.

The participation rate for the First-Year Educators' Overall Preparation standard is calculated as x/y, where:

- x = number of certificated candidates that received and completed the survey; and
- y = number of certificated candidates that received a survey.

Appeals Process for 2023 EPP-APR Release

An appeal is the formal procedure for requesting that DESE review submitted data or calculated scores. Appeals must be submitted using the <u>DESE appeals form</u> during the designated appeal period, as indicated on the calendar Page 8. EPPs have the right to appeal any numeric data included in the APR-EPP. DESE will formally address any appropriately-filed appeals.

Once an EPP's APR is final, data included in that report may not be appealed. Corrections made to prior data will not affect an APR that has already reached the final status. These changes will be made in subsequent years that are affected by the appeal.

Fall Data Submission

Submission Template

Each fall, all institutions offering coursework in educator preparation in Missouri must submit certain data to DESE using the "Fall Data Collection Template." A link to this Excel document may be found on DESE's <u>Annual Performance Report Page</u>.

Important rules for using the template include:

- Do not alter the headings in any way. Doing so will prevent data from being uploaded.
- The file must be saved in .CSV format before MOSIS will accept it.
- The guidelines below must be followed. Incorrect or missing data will generate an error message in MOSIS.

Below are descriptions of each field in the template, including guidelines for they types of data that must be submitted for different types of individuals. Items A through S align with the corresponding columns on the template.

- A. Collection Version (required for all submitted individuals) Required submission for 2023: 2023ALL1.0EDPrep.
- B. Current School Year (required for all submitted individuals) The year in which the report is being submitted. Requires four digits (e.g. 2023).
- C. Completer/Enrolled (required for all submitted individuals) Indication of the status of the individual reported. Use codes to indicate individual's status:
 - a. "E"= Early-Stage Enrolled. An individual who was an Enrolled Student (see Glossary), but had not been formally admitted to a program as of a selected day in the fall of 2023. EPPS may decide the date of this census as long as it is after the start of the Fall Semester and prior to the submission deadline.
 - b. "M"= Mid-Stage Enrolled. There are two definitions for this term: 1) an individual who was an Enrolled Student (see Glossary) AND had been formally admitted to a program as of a selected day in the fall of 2023 or 2) an individual who has finished a program designated in Column N as AT in the previous academic year (only used by 2-year institutions).
 - c. "C"=An individual designated as being in a TD or NT program in Column N and who completed the certification program between September 1, 2022 and August 31, 2023. Individuals with AT in Column N cannot be assigned a C here.
- D. Reporting Ed Prep Program (required for all submitted individuals) DESE-assigned six digit code unique to each institution (found here).
- E. Last Name (required for all submitted individuals) Legal last name of individual
- F. First Name (required for all submitted individuals) Legal first name of individual
- G. Middle Name (optional) Legal middle name of individual
- H. Suffix (optional) Legal suffix of individual
- I. Date of Birth (required for Program Completers and AT individuals with an M in Column C)
 - a. Must be reported in this format: MM/DD/YYYY.
 - b. Individual must be over the age of 16 and under the age of 100 as of September 1 of the current school year reporting.
 - c. Cannot be reported for any individuals other than Program Completers and AT individuals with an M in Column C. Leave blank (instead of NA) if not reporting.
- J. Social Security Number (required for Program Completers and AT individuals with an M in Column C)
 - a. Must be reported in this format: XXXXXXXX.
 - b. If individual has no SSN, report the Student ID (no letters only numbers) and put "Student ID No SSN" in the Comments box (column T).
 - c. Use of the number 999999999 is not allowed.
 - d. Cannot be reported for any individuals other than Program Completers and AT individuals with an M in Column C. Leave blank (instead of NA) if not reporting.
- K. Gender (required for all submitted individuals) Individual's self-reported gender
 - a. M: Male
 - b. F: Female
 - c. O: Non-Binary/Other
 - d. N: No Gender Reported
- L. Race/Ethnicity (required for all submitted individuals) Individual's race/ethnicity
 - a. A: Asian
 - b. B: Black or African American
 - c. H: Hispanic/Latino of any race
 - d. I: American Indian or Alaska Native
 - e. W: White

- f. P: Native Hawaiian or Other Pacific Islander
- g. M: Multi-Racial
- h. O: Other/Unknown
- M. Subject Area (required for all Program Completers; submission is encouraged for other individuals, if available) —Area in which individual is seeking certification. Use codes found in Appendix A.
- N. Content GPA (required for 4-year Program Completers according to guidelines in Appendix B) The aggregate GPA of all content courses approved by DESE to meet certification requirements for programs in which content and pedagogy are reported separately.
 - a. See Appendix B for a list of programs which must report Content GPA.
 - b. GPA should be reported on a 4.00 scale (2 decimal points).
 - c. If Completer/Enrolled code (Column C) is E or M, GPA cannot be reported. Leave blank (instead of NA) if not reporting.
- O. Pedagogical GPA (required for 4-year Program Completers according to guidelines in Appendix B) The aggregate GPA of all pedagogy courses approved by DESE to meet certification requirements for programs in which content and pedagogy are reported separately.
 - a. See Appendix B for a list of programs which must report Pedagogical GPA.
 - b. All Non-Traditional (Alternative) programs should only submit Pedagogical GPA.
 - c. GPA should be reported on a 4.00 scale (2 decimal points).
 - d. If Completer/Enrolled code (Column C) is E or M, GPA cannot be reported. Leave blank (instead of NA) if not reporting.
- P. Program GPA (required for Program Completers in TD and NT programs, according to guidelines in Appendix B) The aggregate GPA of all courses approved by DESE to meet certification requirements for programs in which content and pedagogy are not reported separately.
 - a. See Appendix B for a list of programs which must report Program GPA.
 - b. GPA should be reported on a 4.00 scale (2 decimal points).
 - c. If Completer/Enrolled code (Column C) is E or M, GPA cannot be reported. Leave blank (instead of NA) if not reporting.
- Q. Ed Prep Program Type (required for all submitted individuals) Type of program in which individual is enrolled or has completed
 - a. TD: Traditional. Program that is intended for individuals to meet all certification requirements prior to being employed as an educator in the area of certification.
 - b. NT: Non-Traditional (aka Alternative). A program that has been approved by DESE as an Alternative Program. Programs qualifying for this designation are always post-baccalaureate programs, but all post-baccalaureate programs may not be Non-Traditional.
 - c. AT: Associate of Arts in Teaching. Teacher preparation program at a 2-year institution. All 2-year institutions should use this designation, even if the student was not enrolled in or did not complete a formal AAT.
- R. Completion Year (required for all Program Completers) Academic Year in which individual completed the program. The Academic Year (AY) is designated by the year in which the spring semester occurred. 2023, then, would be the Completion Year for anyone who completed a program in fall 2022, spring 2023, or summer 2023.
- S. Comments (optional for all) This is anything that needs to be stated about the completer (ex. SSN is Student ID and not true SSN).
- Cooperating Teacher Standard (Columns T-AB; required for all teacher and school counselor Program Completers) Summative scores assigned to individuals by site-based supervisors using the appropriate performance assessment.
 - Nine (9) scores required for teachers and 5 for school counselors. Use "NA" in Columns Y-AB for Counselor Completers.
 - b. If individual is not a Program Completer from a teacher or counselor program, then "NA" should be placed here.
 - c. For those not reported as "NA", scores should range from 0.0 to 4.0 (single decimal point).
- University Supervisor Standards (Columns AC-AK; required for all teacher and school counselor Program Completers) Summative scores assigned to individuals by university supervisors using the appropriate performance assessment.
 - a. Nine (9) scores required for teachers and 5 for school counselors. Use "NA" in Columns Y-AB for Counselor Completers.
 - b. If individual is not a Program Completer from a teacher or counselor program, then "NA" should be placed here.
 - c. For those not reported as "NA", scores should range from 0.0 to 4.0 (single decimal point).
- MPEA Performance Score (Column AL; required for all School Leader, K-12 Program Completers) Score assigned to an individual pursuing School Leader, K-12 certification using the MPEA Performance Assessment
 - a. If the individual is not a Program Completer from a School Leader, K-12 program, then "NA" should be placed here.
 - b. Reported scores must be between 0 and 16 with no decimal points.

Submission Process

Data are submitted through the Missouri Student Information System (MOSIS). Each Institution of Higher Education (IHE) has a designated user manager who controls access to MOSIS for that institution. Additional information about MOSIS is available on this-page.

The EPP representative responsible for submitting the completed template should follow these steps:

- 1. Log in to the <u>DESE Applications Sign-in (DAS) site</u>.
- 2. Select "MOSIS Data Collection System". This link is only visible to individuals authorized to use MOSIS.
- 3. Choose the appropriate institution from the drop-down menu.
- 4. Find 2023 Educator Prep and select "Run a Trial".
- 5. Upload the template file. In order to be accepted, template must be saved in CSV format.
- 6. Select "Import".

Once the file has been imported a screen with information about the trial will appear. Most importantly, the screen will announce if the trial produced either of the following results.

- Warning An indication that the system found something odd. For example, if an individual is being reported as a superintendent, but was previously reported as completing a teacher preparation program, the system will create a warning as a recommendation that the data be reviewed to prevent an incorrect duplication. Final certification of the trial can occur even if warnings exist.
- Error An indication that data have been incorrectly submitted. For example, all teacher completers must have MEES data. If one of the 18 cells reserved for MEES Standard Scores is left blank, the system will show an error. Final certification cannot occur if any errors exist.

On the trial result page, the terms "Warnings" and "Errors" are hyperlinks. Selecting each will assist the user in determining the cause of each warning or error. Once the reasons for all warnings and errors have been determined, those issues can be fixed, as necessary, on the original template. The revised template can then be uploaded and a new trial run.

When the trial result page indicates that there are no errors, select the "Certify" button. Once the trial has been certified, the data submission process is complete.

Appendices

Appendix A: Certification Programs and Codes

TEACHER	
AGRICULTURAL EDUCATION 5-9	6777
AGRICULTURAL EDUCATION 9-12	6779
ART K-12	415
BIOLOGY 9-12	24279
BLIND AND LOW VISION B-12	7512
BUSINESS EDUCATION 5-9	4377
BUSINESS EDUCATION 9-12	34379
CHEMISTRY 9-12	24679
CHINESE K-12	1025
DANCE K-12	25
DEAF AND HARD OF HEARING B-12	7212
DRIVER EDUCATION 9-12	17179
EARLY CHILD SPECIAL EDUCATION B-3	911
EARLY CHILDHOOD EDUCATION B-3	2511
EARTH SCIENCE 9-12	23879
ELEMENTARY EDUCATION 1-6	4776
ENGLISH 9-12	4879
ENGLISH LANGUAGE LEARNERS K-12	9968085
FAMILY AND CONSUMER SCIENCES K-12	2525
FRENCH K-12	495
GENERAL SCIENCE 5-9	5077
GENERAL SCIENCE 9-12	25079
GERMAN K-12	515
GIFTED EDUCATION K-12	235
HEALTH K-12	535
HEBREW K-12	295
ITALIAN K-12	305
JAPANESE K-12	245
JOURNALISM 9-12	5679
LANGUAGE ARTS 5-9	1977
LATIN K-12	575
LIBRARY MEDIA SPECIALIST K-12	2055
MARKETING 9-12	479
MATH SPECIALIST 1-6	9968027
	6

MATHEMATICS 5-9	5877
MATHEMATICS 9-12	5879
MILD/MOD CROSS CATEGORICAL K-12	1015
MUSIC - INSTRUMENTAL K-12	1555
MUSIC - VOCAL K-12	1695
PHYSICAL EDUCATION K-12	605
PHYSICS 9-12	25979
ROTC 9-12	3779
RUSSIAN K-12	625
SOCIAL SCIENCE 5-9	16677
SEVERE DEVELOPMENTAL DISABILITIES	85
K-12	
SOCIAL SCIENCE 9-12	16679
SPANISH K-12	635
SPECIAL READING K-12	815
SPEECH AND THEATRE 5-9	6577
SPEECH AND THEATRE 9-12	6579
TECHNOLOGY AND ENGINEERING 5-9	25477
TECHNOLOGY AND ENGINEERING 9-12	25479
ADMINISTRATION	
CAREER EDUCATION DIRECTOR 7-12	8000819
PRINCIPAL K-8	183
PRINCIPAL 5-9	1877
PRINCIPAL 7-12	189
SCHOOL LEADER K-12	9968115
SPECIAL EDUCATION ADMINISTRATION	115
K-12	
SUPERINTENDENT K-12	205
STUDENT SERVICES	
SCHOOL COUNSELOR 7-12	799
SCHOOL COUNSELOR K-8	793
SCHOOL COUNSELOR K-12	795
SCHOOL PSYCH EXAMINER K-12	785
SCHOOL PSYCHOLOGIST K-12	105
SPEECH/LANGUAGE PATHOLOGIST B-12	16412

Appendix B: GPA Reporting Requirements by Certification Program

Traditional programs in these areas should report
Content GPA AND Pedagogical GPA K-12 FAMILY AND CONSUMER SCIENCES
K-12 ART
K-12 DANCE
K-12 FRENCH
K-12 CHINESE
K-12 GERMAN
K-12 HEALTH
K-12 HEBREW
K-12 ITALIAN
K-12 JAPANESE
K-12 LATIN
K-12 LIBRARY MEDIA SPECIALIST
K-12 MUSIC - INSTRUMENTAL
K-12 MUSIC - VOCAL
K-12 PHYSICAL EDUCATION
K-12 RUSSIAN
K-12 SPANISH
5-9 AGRICULTURAL EDUCATION
5-9 BUSINESS EDUCATION
5-9 GENERAL SCIENCE
5-9 LANGUAGE ARTS
5-9 MATHEMATICS
5-9 SOCIAL SCIENCE
5-9 SPEECH AND THEATRE
5-9 TECHNOLOGY AND ENGINEERING
9-12 AGRICULTURAL EDUCATION
9-12 BIOLOGY
9-12 BUSINESS EDUCATION
9-12 CHEMISTRY
9-12 EARTH SCIENCE
9-12 ENGLISH
9-12 GENERAL SCIENCE
9-12 JOURNALISM
9-12 MARKETING
9-12 MATHEMATICS
9-12 PHYSICS
9-12 SOCIAL SCIENCE
9-12 SPEECH AND THEATRE
9-12 TECHNOLOGY AND ENGINEERING

These programs should report Pedagogical GPA only. ALL Non-Traditional (Alternative)

These programs should report Program GPA only.
B-3 EARLY CHILDHOOD EDUCATION
B-3 EARLY CHILDHOOD SPECIAL EDUCATION
B-12 BLIND/PARTIALLY SIGHTED
B-12 DEAF AND HEARING IMPAIRED
B-12 SEVERE DEVELOPMENT DISABLE
K-12 MILD/MODERATE CROSS-CATEGORICAL
SPECIAL EDUCATION
K-12 SPECIAL EDUCATION ADMINISTRATION
1-6 ELEMENTARY EDUCATION
K-12 SCHOOL COUNSELOR
7-12 SCHOOL COUNSELOR
K-12 SCHOOL COUNSELOR
K-8 PRINCIPAL
5-9 PRINCIPAL (CANNOT STAND ALONE)
7-12 PRINCIPAL
K-12 SCHOOL LEADER
K-12 SUPERINTENDENT
9-12 DRIVER EDUCATION
K-12 ENGLISH LANGUAGE LEARNERS
K-12 GIFTED EDUCATION
K-12 SCHOOL PSYCHOLOGICAL EXAMINER
K-12 SCHOOL PSYCHOLOGIST
K-12 SPECIAL READING
1-6 MATH SPECIALIST

Appendix C: Calculating an Overall EPP Score

EPP-level scores will be calculated in the following manner.

- 1. Data generated by and about Certification Candidates will be used to generate up to three Certification Area scores for an EPP, one for Teachers and one each for School Counselors and School leaders, depending upon the programs offered at the EPP. (See Appendices D-F)
- 2. The overall score is calculated by combining the weighted scores of the Certification Types offered by the EPP (teacher, school leader, school counselor).
- 3. Certification Type weights are calculated by dividing the number of Certification Candidates in the Certification Type by the EPP's total number of Certification Candidates.

Examples:

- i. For an EPP with 75 teacher candidates and 25 school leader candidates, the Teacher Certification Type score would have a weight of .75.
- ii. The weight assigned to the Teacher Certification Type at an institution that does not offer school leader or school counselor programs will be 1.0.
- 4. Weighted scores are calculated by multiplying the Certification Type score by the weight.

Example:

				Weight (Number of Candidates in Type ÷ Total EPP Candidates)	Weighted Points
Daniel Boone University	<u>Teacher</u>	158	89.02	0.55	49.35
Daniel Boone University	Counselor	<mark>66</mark>	97.5	0.23	22.58
Daniel Boone University	School Leader	<mark>61</mark>	<mark>90</mark>	0.21	19.26
EPP Total		285			91.19

Appendix D: Calculating Certification Type Score, Teachers

Note: The same calculations will be used to calculate scores for Certification Areas, although those will not be used as a basis for an accreditation recommendation.

Teacher Certification Type, Overall Score

Teucher Cerujicanon Type, O	verui Score
Business Logic	A+B+C+D+E+F+G+H+I where
	• A = points for Standard 1 * .20
	• B = points for Standard 2 * .10
	• C = points for Standard 3 * .10
	• D = points for Standard 4 * .10
	• E = points for Standard 5 * .10
	• F = points for Standard 6 * .10
	• G = points for Standard 7 * .10
	• H = points for Standard 8 * .10
	• I = points for Standard 9 * .10

Description	The teacher understands the central concepts, structures, and tools of inquiry of the			
			nake these aspects of subject matter	
		gaging for all students.		
Business Logic	$((A+B+C+D=E) \div X) \times 100 \times Y$ where			
	• A = points derived from the Missouri Content Assessment (MoCA)			
	B = points derived from Content GPA			
	-		cator Evaluation System (MEES)	
	_	ts derived from First-Year Teach	•	
		s derived from First-Year Teache	er's Principal Survey Scores	
		points possible		
T 1' : 11 11 G1		hted percentage (.20)		
Indicator 1.1: MoCA	X÷Y where			
		of the highest MoCA scores of al		
C . C . 1	\bullet $Y = total$	number of Certification Candida	tes	
Scoring Guide	_			
		MoC		
		Average Range	Points	
		256.0+	50.0	
	<u> </u>			
		250.0 – 255.9	47.5	
		250.0 - 255.9 244.0 - 249.9	47.5 45.0	
		250.0 - 255.9 244.0 - 249.9 238.0 - 243.9	47.5 45.0 42.5	
		250.0 - 255.9 244.0 - 249.9 238.0 - 243.9 232.0 - 237.9	47.5 45.0 42.5 40.0	
		250.0 - 255.9 244.0 - 249.9 238.0 - 243.9 232.0 - 237.9 226.0 - 231.9	47.5 45.0 42.5 40.0 37.5	
		250.0 - 255.9 244.0 - 249.9 238.0 - 243.9 232.0 - 237.9	47.5 45.0 42.5 40.0	
		250.0 - 255.9 244.0 - 249.9 238.0 - 243.9 232.0 - 237.9 226.0 - 231.9	47.5 45.0 42.5 40.0 37.5	
Indicator 1.2: Content	X÷Y where	250.0 - 255.9 244.0 - 249.9 238.0 - 243.9 232.0 - 237.9 226.0 - 231.9	47.5 45.0 42.5 40.0 37.5	
Indicator 1.2: Content GPA		250.0 - 255.9 244.0 - 249.9 238.0 - 243.9 232.0 - 237.9 226.0 - 231.9	47.5 45.0 42.5 40.0 37.5 35.0	
	• X = sum o	250.0 - 255.9 244.0 - 249.9 238.0 - 243.9 232.0 - 237.9 226.0 - 231.9 220.0 - 225.9	47.5 45.0 42.5 40.0 37.5 35.0	

Scoring Guide	1			
2 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3 3		Grade Point	Average (GPA)	
		Average Range	Points	
		3.50+	20	
		3.37 – 3.49	19	
		3.25 – 3.36	18	
		3.12 – 3.24	17	
		3.00 – 3.11	16	
		2.87 – 2.99	15	
		2.75 – 2.86	14	
Indicator 1.3: MEES	(X+Y) ÷2 where	e		
			tandard 1 MEES scores of all Certificat	tion Candidates
			Standard 1 MEES scores of all Certification	
Scoring Guide		g		
5		Performa	nce Assessments	
		Average Range	Points	
		3.50+	10	
		3.25 – 3.49	9	
		3.00 – 3.24	8	
		2.75 – 2.99	7	
		$\frac{2.73 - 2.39}{2.50 - 2.74}$	6	
		2.30 - 2.74 $2.25 - 2.49$	5	
		2.00 – 2.24	4	
		1.75 – 1.99	3	
		1.75 – 1.99	3	
Indicator 1.4: First-Year Teacher Survey	Year To associa		's mean Standard 1 score (calculated us d with Standard 1; see Survey Technica idates	
Scoring Guide		T2. 4 X/	TO 1 C	
			r Teacher Survey Points	
		Average Range 4.25+	5.00	
		4.25+	4.75	
		3.75 – 3.99	4.73	
		3.50 – 3.74	4.25	
		3.25 - 3.49	4.00	
		3.00 – 3.24	3.75	
		2.75 – 2.99	3.00	
		2.13 – 2.33	3.00	
Indicator 1.5: First-Year Teacher's Principal Survey	Year To Manua		s mean Standard 1 score (calculated us associated with Standard 1; see Survey idates	
Teacher's Principal	• X = sur Year T Manua	eacher's Principal Survey items I for associated items) tal number of Certification Cand	associated with Standard 1; see Survey idates	
Teacher's Principal Survey	• X = sur Year T Manua	eacher's Principal Survey items I for associated items) al number of Certification Cand First-Year Teac	associated with Standard 1; see Survey idates ther's Principal Survey	
Teacher's Principal Survey	• X = sur Year T Manua	eacher's Principal Survey items I for associated items) tal number of Certification Cand	associated with Standard 1; see Survey idates	
Teacher's Principal Survey	• X = sur Year T Manua	leacher's Principal Survey items I for associated items) Ital number of Certification Cand First-Year Teac Average Range 4.25+	associated with Standard 1; see Survey idates ther's Principal Survey Points 5.00	
Teacher's Principal Survey	• X = sur Year T Manua	reacher's Principal Survey items I for associated items) Ital number of Certification Cand First-Year Teac Average Range 4.25+ 4.00 – 4.24	associated with Standard 1; see Survey idates Cher's Principal Survey Points 5.00 4.75	
Teacher's Principal Survey	• X = sur Year T Manua	reacher's Principal Survey items I for associated items) Ital number of Certification Cand First-Year Teac Average Range 4.25+ 4.00 - 4.24 3.75 - 3.99	associated with Standard 1; see Survey idates ther's Principal Survey Points 5.00 4.75 4.50	
Teacher's Principal Survey	• X = sur Year T Manua	reacher's Principal Survey items I for associated items) Ital number of Certification Cand First-Year Teac Average Range 4.25+ 4.00 - 4.24 3.75 - 3.99 3.50 - 3.74	associated with Standard 1; see Survey idates ther's Principal Survey Points 5.00 4.75 4.50 4.25	
Teacher's Principal Survey	• X = sur Year T Manua	First-Year Teac Average Range 4.25+ 4.00 - 4.24 3.75 - 3.99 3.50 - 3.74 3.25 - 3.49	associated with Standard 1; see Survey idates ther's Principal Survey Points 5.00 4.75 4.50 4.25 4.00	
Teacher's Principal Survey	• X = sur Year T Manua	First-Year Tead Average Range 4.25+ 4.00 - 4.24 3.75 - 3.99 3.50 - 3.74 3.25 - 3.49 3.00 - 3.24	associated with Standard 1; see Survey idates Cher's Principal Survey Points 5.00 4.75 4.50 4.25 4.00 3.75	
Teacher's Principal Survey	• X = sur Year T Manua	First-Year Teac Average Range 4.25+ 4.00 - 4.24 3.75 - 3.99 3.50 - 3.74 3.25 - 3.49	associated with Standard 1; see Survey idates ther's Principal Survey Points 5.00 4.75 4.50 4.25 4.00	

Teacher Program Standar					
Description	The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners				
				earners	
D ' I '	and support the intellectual, social, and personal development of all students. ((B+C+D=E) ÷X) x 100 x Y where				
Business Logic					
				7)	
	• C = points derived from the Missouri Educator Evaluation System (MEES)				
	D = points derived from First-Year Teacher Survey D = po				
	 E = points derived from First-Year Teacher's Principal Survey X = total points possible 				
		* *			
T 1' . O 1		ghted percentage (.10)			
Indicator 2.1:	X÷Y where		CDA CHICAGO CONTRA		
Pedagogical or Program GPA		~ ~ ~	GPAs of all Certification Candida	ates	
		al number of Certification Candid		\	
Special Notes	See Appendix B	for list of programs that report P	edagogical GPA and Program GF	'A	
Scoring Guide					
			Grade Point Average (GPA)		
		Average Range	Points		
		3.50+	10.0		
		3.37 – 3.49	9.5		
		3.25 – 3.36	9.0		
		3.12 – 3.24	8.5		
		3.00 – 3.11	8		
		2.87 – 2.99	7.5		
		2.75 - 2.86	7		
Indicator 2.2: MEES		rage of Cooperating Teacher Sta	ndard 2 MEES scores of all Certi		
Indicator 2.2: MEES Scoring Guide	• X = ave	rage of Cooperating Teacher Sta	ndard 2 MEES scores of all Certi andard 2 MEES scores of all Cert		
	• X = ave	rage of Cooperating Teacher Sta rage of University Supervisor St Performan	ndard 2 MEES scores of all Certi andard 2 MEES scores of all Cert nce Assessments		
	• X = ave	rage of Cooperating Teacher Starage of University Supervisor St Performat Average Range	ndard 2 MEES scores of all Certi andard 2 MEES scores of all Cert nce Assessments Points		
	• X = ave	Performal Average Range 3.50+	ndard 2 MEES scores of all Certi andard 2 MEES scores of all Cert nce Assessments Points 10		
	• X = ave	Performal Average Range 3.50+ 3.25 – 3.49	ndard 2 MEES scores of all Certi andard 2 MEES scores of all Cert nce Assessments Points 10 9		
	• X = ave	Performal Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24	ndard 2 MEES scores of all Certi andard 2 MEES scores of all Cert nce Assessments Points 10 9 8		
	• X = ave	Performal Average Range 3.50+ 3.25 – 3.49	ndard 2 MEES scores of all Certi andard 2 MEES scores of all Cert nce Assessments Points 10 9		
	• X = ave	Performal Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74	ndard 2 MEES scores of all Certi andard 2 MEES scores of all Certi nce Assessments Points 10 9 8 7 6		
	• X = ave	Performal Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49	ndard 2 MEES scores of all Certi andard 2 MEES scores of all Cert nce Assessments Points 10 9 8 7		
	• X = ave	Performal Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24	ndard 2 MEES scores of all Certi andard 2 MEES scores of all Cert nce Assessments Points 10 9 8 7 6 5		
Scoring Guide	• X = ave • Y = ave	Performal Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49	ndard 2 MEES scores of all Certiandard 2 MEES scores of all Certiandard 2 MEES scores of all Certince Assessments Points 10 9 8 7 6 5 4		
Scoring Guide Indicator 2.3: First-Year	• X = ave • Y = ave	Performal Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99	ndard 2 MEES scores of all Certicandard	ification Candidates	
Scoring Guide Indicator 2.3: First-Year	$ \begin{array}{ccc} \bullet & X = \text{ave} \\ \bullet & Y = \text{ave} \\ \end{array} $ $ \begin{array}{cccc} X \div Y \text{ where} \\ \bullet & X = \text{sun} \\ \end{array} $	Performal Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 an of all Certification Candidate's	ndard 2 MEES scores of all Certiandard 2 MEES scores of all Certiandard 2 MEES scores of all Certince Assessments Points 10 9 8 7 6 5 4 3 mean Standard 2 score (calculate	ed using all First-Yea	
Scoring Guide Indicator 2.3: First-Year	 X = ave Y = ave X÷Y where X = sun Teacher 	Performal Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 an of all Certification Candidate's Survey items associated with	ndard 2 MEES scores of all Certicandard	ed using all First-Yea	
Scoring Guide Indicator 2.3: First-Year	X = ave Y = ave X÷Y where X = sun Teacher associat	Performal Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 an of all Certification Candidate's Survey items associated with ed items)	ndard 2 MEES scores of all Certiandard 2 MEES scores of all Certiandard 2 MEES scores of all Certifice Assessments Points 10 9 8 7 6 5 4 3 mean Standard 2 score (calculate Standard 2; see Survey Technical	ed using all First-Yea	
Scoring Guide Indicator 2.3: First-Year Teacher Survey	X = ave Y = ave X÷Y where X = sun Teacher associat	Performal Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 an of all Certification Candidate's Survey items associated with	ndard 2 MEES scores of all Certiandard 2 MEES scores of all Certiandard 2 MEES scores of all Certifice Assessments Points 10 9 8 7 6 5 4 3 mean Standard 2 score (calculate Standard 2; see Survey Technical	ed using all First-Year	
Scoring Guide Indicator 2.3: First-Year Teacher Survey	X = ave Y = ave X÷Y where X = sun Teacher associat	Performal Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 an of all Certification Candidate's Survey items associated with editems) al number of Certification Candidate's	ndard 2 MEES scores of all Certicandard 2 MEES scores of all Certicandard 2 MEES scores of all Certicance Assessments Points 10 9 8 7 6 5 4 3 mean Standard 2 score (calculate Standard 2; see Survey Technical dates	ed using all First-Yea	
Scoring Guide Indicator 2.3: First-Year Teacher Survey	X = ave Y = ave X÷Y where X = sun Teacher associat	Performan Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 an of all Certification Candidate's Survey items associated with red items) all number of Certification Candidate's First-	ndard 2 MEES scores of all Certiandard 2 MEES scores of all Certiandard 2 MEES scores of all Certince Assessments Points 10 9 8 7 6 5 4 3 mean Standard 2 score (calculate Standard 2; see Survey Technical lates	ed using all First-Yea	
Scoring Guide Indicator 2.3: First-Year Teacher Survey	X = ave Y = ave X÷Y where X = sun Teacher associat	Performal Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 an of all Certification Candidate's Survey items associated with led items) all number of Certification Candidate First-Yaverage Range	ndard 2 MEES scores of all Certiandard 2 MEES scores of all Certiandard 2 MEES scores of all Certifice Assessments Points 10 9 8 7 6 5 4 3 mean Standard 2 score (calculate Standard 2; see Survey Technical dates	ed using all First-Yea	
Scoring Guide Indicator 2.3: First-Year Teacher Survey	X = ave Y = ave X÷Y where X = sun Teacher associat	Performal Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 an of all Certification Candidate's Survey items associated with led items) all number of Certification Candidate First-Yaverage Range 4.25+	ndard 2 MEES scores of all Certiandard 2 MEES scores of all Certiandard 2 MEES scores of all Certifice Assessments Points 10 9 8 7 6 5 4 3 mean Standard 2 score (calculate Standard 2; see Survey Technical dates Year Survey Points 5.00	ed using all First-Yea	
Scoring Guide Indicator 2.3: First-Year Teacher Survey	X = ave Y = ave X÷Y where X = sun Teacher associat	Performal Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 an of all Certification Candidate's Survey items associated with red items) all number of Certification Candidate's Average Range 4.25+ 4.00 - 4.24	ndard 2 MEES scores of all Certiandard 2 MEES scores of all Certiandard 2 MEES scores of all Certifice Assessments Points 10 9 8 7 6 5 4 3 mean Standard 2 score (calculate Standard 2; see Survey Technical Idates Year Survey Points 5.00 4.75	ed using all First-Yea	
Scoring Guide Indicator 2.3: First-Year Teacher Survey	X = ave Y = ave X÷Y where X = sun Teacher associat	Performant Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 an of all Certification Candidate's Survey items associated with red items) all number of Certification Candidate's Average Range 4.25+ 4.00 - 4.24 3.75 - 3.99	ndard 2 MEES scores of all Certiandard 2 MEES scores of all Certiandard 2 MEES scores of all Certifice Assessments Points 10 9 8 7 6 5 4 3 mean Standard 2 score (calculate Standard 2; see Survey Technical lates Year Survey Points 5.00 4.75 4.50	ed using all First-Yea	
Scoring Guide Indicator 2.3: First-Year Teacher Survey	X = ave Y = ave X÷Y where X = sun Teacher associat	Performal Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 an of all Certification Candidate's series Survey items associated with red items) all number of Certification Candidate's Average Range 4.25+ 4.00 - 4.24 3.75 - 3.99 3.50 - 3.74	ndard 2 MEES scores of all Certical and 2 MEES scores of all Certical and 2 MEES scores of all Certical Assessments Points 10 9 8 7 6 5 4 3 mean Standard 2 score (calculate Standard 2; see Survey Technical dates Year Survey Points 5.00 4.75 4.50 4.25	ed using all First-Yea	
	X = ave Y = ave X÷Y where X = sun Teacher associat	Performal Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 an of all Certification Candidate's Survey items associated with red items) all number of Certification Candidate's Average Range 4.25+ 4.00 - 4.24 3.75 - 3.99 3.50 - 3.74 3.25 - 3.49	ndard 2 MEES scores of all Certiandard 2 MEES scores of all Certiandard 2 MEES scores of all Certifice Assessments Points 10 9 8 7 6 5 4 3 mean Standard 2 score (calculate Standard 2; see Survey Technical lates Year Survey Points 5.00 4.75 4.50 4.25 4.00	ed using all First-Yea	
Scoring Guide Indicator 2.3: First-Year Teacher Survey	X = ave Y = ave X÷Y where X = sun Teacher associat	Performal Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 an of all Certification Candidate's series Survey items associated with red items) all number of Certification Candidate's Average Range 4.25+ 4.00 - 4.24 3.75 - 3.99 3.50 - 3.74	ndard 2 MEES scores of all Certical and 2 MEES scores of all Certical and 2 MEES scores of all Certical Assessments Points 10 9 8 7 6 5 4 3 mean Standard 2 score (calculate Standard 2; see Survey Technical dates Year Survey Points 5.00 4.75 4.50 4.25	ed using all First-Yea	

Indicator 2.4: First-Year	X÷Y where					
Teacher's Principal Survey	 X = sum of all Certification Candidate's mean Standard 2 score (calculated using all First-Year Teacher's Principal Survey items associated with Standard 2; see Survey Technical Manual for associated items) Y = total number of Certification Candidates 					
Scoring Guide		71 . X				
	First-Year Teacher's Principal Survey					
		Average Range Points				
		4.25+ 5.00				
		4.00 – 4.24 4.75				
		3.75 – 3.99 4.50				
		3.50 - 3.74 4.25				
		3.25 – 3.49 4.00				
		3.00 – 3.24 3.75				
		2.75 – 2.99	3.00			

Teacher Program Standar Description	The teacher recognizes the importance of long-range planning and curriculum		
-	development. The teacher develops, implements, and evaluates curriculum based upon		
		nd state standards data.	1
Business Logic	$((B+C+D=E) \div X)$	x 100 x Y where	
	• B = poin	ts derived from Pedagogical or	r Program GPA
	• C = poin	ts derived from the Missouri E	ducator Evaluation System (MEES)
	• D = poin	ts derived from First-Year Tea	icher Survey
	• $E = poin$	ts derived from First-Year Tea	cher's Principal Survey Scores
		points possible	
	• Y = weig	ghted percentage (.10)	
Indicator 3.1:	X÷Y where		
Pedagogical or Program			n GPAs of all Certification Candidates
GPA		number of Certification Cand	
Special Notes	See Appendix B f	for list of programs that report	Pedagogical GPA and Program GPA
Scoring Guide	_		
			Grade Point Average (GPA)
		Average Range	Points
		3.50+	10.0
		3.37 – 3.49	9.5
		3.25 – 3.36	9.0
		3.12 – 3.24	8.5
		3.00 – 3.11	8
		2.87 – 2.99	7.5
		2.75 – 2.86	7
Indicator 3.2: MEES	$(X+Y) \div 2$ where		
	\bullet $X = aver$	rage of Cooperating Teacher St	andard 3 MEES scores of all Certifica
	• $Y = aver$	rage of University Supervisor S	Standard 3 MEES scores of all Certific
Scoring Guide			
			ance Assessments
		Average Range	Points
		3.50+	10
		3.25 – 3.49	9
		3.00 – 3.24	8
		2.75 – 2.99	7
		2.50 – 2.74	6
		2.25 – 2.49	5
		2.00 – 2.24	4
		1.75 – 1.99	3
Indicator 3.3: First-Year	X÷Y where		
idicator 3.3. First- rear	A · I where		

Teacher Survey Scoring Guide	 X = sum of all Certification Candidate's mean Standard 3 score (calculated using all First-Year Teacher's Survey items associated with Standard 3; see Survey Technical Manual for associated items) Y = total number of Certification Candidates 			
Scoring Guide		Eine	Vacas Same	
		Average Range	-Year Survey Points	
		4.25+	5.00	
		4.00 – 4.24	4.75	
		3.75 – 3.99	4.50	
		3.50 – 3.74	4.25	
		3.25 – 3.49	4.00	
		3.00 – 3.24	3.75	
		2.75 – 2.99	3.00	
Indicator 3.4: First-Year Teacher's Principal Survey	 X÷Y where X = sum of all Certification Candidate's mean Standard 3 score (calculated using all First-Year Teacher's Principal Survey items associated with Standard 3; see Survey Technical Manual for associated items) Y = total number of Certification Candidates 			
Scoring Guide	-			
	_		cher's Principal Survey	
		Average Range	Points	
		4.25+	5.00	
		4.00 – 4.24	4.75	
	_	3.75 – 3.99	4.50	
		$\frac{3.50 - 3.74}{3.25 - 3.49}$	4.25	
	-	3.00 – 3.24	3.75	
		2.75 – 2.99	3.00	

Teacher Program Standard 4: Critical Thinking

Description	The teacher uses a variety of instructional strategies and resources to encourage students'			
		problem solving, and performar	ice skills.	<u> </u>
Business Logic	$((B+C+D=E) \div X) \times 100 \times Y$ where			
	 B = poir 	nts derived from Pedagogical or	Program GPA	
	• C = poir	nts derived from the Missouri Ed	ducator Evaluation System (MEES)	
	\bullet D = poir	nts derived from First-Year Teach	cher Survey	
	-	nts derived from First-Year Teac	· · · · · · · · · · · · · · · · · · ·	
		l points possible	1	
		ghted percentage (.10)		
Indicator 4.1:	X÷Y where	gg. ()		
Pedagogical or Program	• X = sum	of the Pedagogical or Program	GPAs of all Certification Candidates	
GPA		l number of Certification Candi		
Special Notes	See Appendix B for list of programs that report Pedagogical GPA and Program GPA			
Scoring Guide	2 To Tappendan 2 To The of programs that report I cango groun of II and I registin of II			
	Pedagogical or Program Grade Point Average (GPA)			
		Average Range	Points	
		3.50+	10.0	
		3.37 – 3.49	9.5	
		3.25 – 3.36	9.0	
		3.12 – 3.24	8.5	
		3.00 – 3.11	8	
		2.87 – 2.99	7.5	
		2.75 – 2.86	7	
		20.0 200		
Indicator 4.2: MEES	$(X+Y) \div 2$ where			
maleutol 7.2. WILLS	(21 1) · 2 where			

	• V = ayawa	as of Cooperating Toocher St	anderd 1 MEES seems of all Com	tification Candidates	
			andard 4 MEES scores of all Cert Standard 4 MEES scores of all Cert		
Scoring Guide	Y = average of University Supervisor Standard 4 MEES scores of all Certification Candidates				
6		Performance Assessments			
		Average Range	Points		
		3.50+	10		
		3.25 – 3.49	9		
		3.00 - 3.24	8		
		2.75 – 2.99	7		
		2.50 - 2.74	6		
		2.25 - 2.49	5		
		2.00 - 2.24	4		
		1.75 – 1.99	3		
Indicator 4.3: First-Year	X÷Y where				
Teacher Survey	• X = sum o	of all Certification Candidate'	s mean Standard 4 score (calculat	ted using all First-Year	
			Standard 4; see Survey Technica	l Manual for	
	associated				
	• $Y = total r$	number of Certification Cand	idates		
Scoring Guide					
			Year Survey		
		Average Range	Points		
		4.25+	5.00		
		4.00 – 4.24	4.75		
		3.75 – 3.99	4.50		
		3.50 - 3.74	4.25		
		3.25 – 3.49	4.00		
		3.00 – 3.24	3.75		
		2.75 – 2.99	3.00		
	4				
Indicator 4.4: First-Year	X÷Y where		~		
Teacher's Principal			s mean Standard 4 score (calculat		
Survey			iated with Standard 4; see Survey	Technical Manual for	
	associated		• •		
Carrier Cari 1	\bullet Y = total r	number of Certification Cand	idates		
Scoring Guide		First-Year Tead	cher's Principal Survey		
		Average Range	Points		
		4.25+	5.00		
		4.00 – 4.24	4.75		
		3.75 – 3.99	4.50		
		3.50 – 3.74	4.25		
		3.25 – 3.49	4.00		
		3.00 – 3.24	3.75		
		2.75 – 2.99	3.00		
	,				

Teacher Program Standard 5: Classroom Environment

Description	The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social			
	interaction, and self-motivation.			
Business Logic	$((B+C+D=E) \div X) \times 100 \times Y$ where			
	B = points derived from Pedagogical or Program GPA			
	• C = points derived from the Missouri Educator Evaluation System (MEES)			
	• D = points derived from First-Year Teacher Survey			
	• E = points derived from First-Year Teacher's Principal Survey Scores			
	• X = total points possible			
	• Y = weighted percentage (.10)			

Indicator 5.1:	X÷Y where				
Pedagogical or Program	X = sum of the Pedagogical or Program GPAs of all Certification Candidates				
GPA					
	Y = total number of Certification Candidates				
Special Notes	See Appendix B for list of programs that report Pedagogical GPA and Program GPA				
Scoring Guide					
			Grade Point Average (GPA)		
		Average Range	Points		
		3.50+	10.0		
		3.37 – 3.49	9.5		
		3.25 - 3.36	9.0		
		3.12 – 3.24	8.5		
		3.00 – 3.11	8		
		2.87 – 2.99	7.5		
		2.75 – 2.86	7		
		2000	,		
Indicator 5.2: MEES	(V+V) : 21				
indicator 3.2: WIEES	$(X+Y) \div 2$ where		1 17 MEEG CHG CC	C 1:1.	
			andard 5 MEES scores of all Certific		
	• Y = average o	of University Supervisor S	tandard 5 MEES scores of all Certif	ication Candidates	
Scoring Guide	_			7	
	<u> </u>		nce Assessments		
		Average Range	Points		
		3.50+	10		
		3.25 - 3.49	9		
		3.00 - 3.24	8		
		2.75 – 2.99	7		
		2.50 – 2.74	6		
		2.25 – 2.49	5		
		2.00 – 2.24	4		
		1.75 – 1.99	3		
		1.75 1.77	<u> </u>		
Indicator 5.3: First-Year	X÷Y where				
		10 30 3 0 111	0. 1.15 (1.1.1	11.57	
Teacher Survey			s mean Standard 5 score (calculated		
			Standard 5; see Survey Technical N	lanual for	
	associated iter				
	• Y = total num	ber of Certification Cand	idates		
Scoring Guide					
			Year Survey		
		Average Range	Points		
		4.25+	5.00		
		4.00 – 4.24	4.75		
		3.75 – 3.99	4.50		
		3.50 - 3.74	4.25		
		3.25 – 3.49	4.00		
		3.00 – 3.24	3.75		
		2.75 – 2.99	3.00		
		0			
Indicator 5.4: First-Year	X÷Y where				
Teacher's Principal		1 Certification Candidate	s mean Standard 5 score (calculated	using all First Voor	
Survey			iated with Standard 5; see Survey Te		
Survey			ialed with Standard 3; see Survey 16	cimical ivialiual 10r	
	associated iter		1.4		
	\bullet Y = total num	ber of Certification Cand	idates		

Scoring Guide	First-Year Teacher	's Principal Survey	
	Average Range	Points	
	4.25+	5.00	
	4.00 – 4.24	4.75	
	3.75 – 3.99	4.50	
	3.50 – 3.74	4.25	
	3.25 – 3.49	4.00	
	3.00 – 3.24	3.75	
	2.75 – 2.99	3.00	

Teacher Program Standar				
Description	The teacher models effective verbal, nonverbal, and media communication techniques			
			active inquiry, collaboration, and	
		ction in the classroom.		
Business Logic	$((B+C+D=E) \div X) \times 100 \times Y$ where			
	-	nts derived from Pedagogical of	•	
			ducator Evaluation System (MEES)	
	-	nts derived from First-Year Tea	•	
			cher's Principal Survey Scores	
		l points possible		
		ghted percentage (.10)		
Indicator 6.1:	X÷Y where			
Pedagogical or Program			n GPAs of all Certification Candidates	
GPA		l number of Certification Cand		
Special Notes	See Appendix B	for list of programs that report	Pedagogical GPA and Program GPA	
Scoring Guide				1
			Grade Point Average (GPA)	
		Average Range	Points	
		3.50+	10.0	
		3.37 – 3.49	9.5	
		3.25 – 3.36	9.0	
		3.12 – 3.24	8.5	
		3.00 – 3.11	8	
		2.87 – 2.99	7.5	
		2.75 – 2.86	7	l
- 41	()			
Indicator 6.2: MEES	$(X+Y) \div 2$ where			
			andard 6 MEES scores of all Certificat	
~ . ~	• Y = ave:	rage of University Supervisor S	Standard 6 MEES scores of all Certification	ition Candidate
Scoring Guide				
			ance Assessments	
		Average Range	Points	
		3.50+	10	
		3.25 – 3.49	9	
		3.00 – 3.24	8	
		2.75 – 2.99	7	
		2.50 – 2.74	6	
		2.25 – 2.49	5	
		2.00 – 2.24	4	
		1.75 – 1.99	3	
T 11 () ()	.			
Indicator 6.3: First-Year	X÷Y where			
Teacher Survey			s mean Standard 6 score (calculated us	
			Standard 6; see Survey Technical Man	nual for
		ed items) l number of Certification Cand	• 1	
	 Y = tota 	I number at Certification Cand	idates	

Scoring Guide				
		Average Range	-Year Survey Points	
		4.25+	5.00	
		4.00 – 4.24	4.75	
		3.75 – 3.99	4.50	
		3.50 - 3.74	4.25	
		3.25 – 3.49	4.00	
		3.00 – 3.24	3.75	
		2.75 – 2.99	3.00	
Indicator 6.4: First-Year	X÷Y where			
Teacher's Principal	• X = sum of	f all Certification Candidate'	's mean Standard 6 score (calculate	ed using all First-Year
Survey			iated with Standard 6; see Survey	
•	associated		•	
		umber of Certification Cand	idates	
Scoring Guide	F			
			cher's Principal Survey	
		Average Range	Points	
		4.25+	5.00	
		4.00 – 4.24	4.75	
		3.75 – 3.99	4.50	
		3.50 - 3.74	4.25	
		3.25 - 3.49	4.00	
	1	3.00 - 3.24	3.75	
		<u> </u>	21, 8	
		2.75 – 2.99	3.00	

eacher Program Standar					
Description		summative assessment strategies to			
			room and standardized assessment data	to	
	plan ongoing instruction. The teacher monitors the performance of each student, and devises instruction to enable students to grow and develop, making adequate academic				
	progress.				
Business Logic		x 100 x Y where			
	-	ts derived from Pedagogical or	_		
			ducator Evaluation System (MEES)		
		ts derived from First-Year Tea	•		
			cher's Principal Survey Scores		
	• $X = total$	points possible			
	\bullet Y = weight	ghted percentage (.10)			
Indicator 7.1:	X÷Y where				
Pedagogical or Program	• X = sum	of the Pedagogical or Program	GPAs of all Certification Candidates		
GPA		number of Certification Candi			
Special Notes	See Appendix B f	for list of programs that report l	Pedagogical GPA and Program GPA		
Scoring Guide		•			
•		Pedagogical or Program	Grade Point Average (GPA)		
		Average Range	Points		
		3.50+	10.0		
		3.37 – 3.49	9.5		
		3.25 – 3.36	9.0		
		3.12 – 3.24	8.5		
		3.00 – 3.11	8		
		2.87 – 2.99	7.5		
		2.75 – 2.86	7		
Indicator 7.2: MEES	$(X+Y) \div 2$ where				
maicator 7.2. WILLS	` '	rage of Cooperating Teacher St	andard 7 MEES scores of all Certificati	on Candidates	
			tandard 7 MEES scores of all Certificat		
Scoring Guide	V 1 - avci	age of Offiversity Supervisor S	tandard / WIEES scores of an ecrimical	ion Candidate	
Scoring Guide		Parforma	nce Assessments		
		Average Range	Points		
		3.50+	10		
		3.25 – 3.49	9		
		3.25 - 3.49	8		
		2.75 – 2.99	7		
		2.50 – 2.74	6		
		2.25 – 2.49	5		
		2.00 – 2.24	4		
		1.75 – 1.99	3		
Indicator 7.3: First-Year	X÷Y where				
Teacher Survey			s mean Standard 7 score (calculated usi		
	Teacher?	a Survey items associated with	Standard 7; see Survey Technical Man	ual for	
		~	Standard 1, see Survey Teemmean Man		
	associate	~	·		

Scoring Guide					
Secting Guide	First-Year Survey				
		Average Range	Points		
		4.25+	5.00		
		4.00 – 4.24	4.75		
		3.75 – 3.99	4.50		
		3.50 - 3.74	4.25		
		3.25 – 3.49	4.00		
		3.00 – 3.24	3.75		
		2.75 – 2.99	3.00		
Indicator 7.4: First-Year	X÷Y where				
Teacher's Principal	• X = sum o	of all Certification Candidate'	s mean Standard 7 score (calculat	ed using all First-Year	
Survey			iated with Standard 7; see Survey	Technical Manual for	
	associated items)				
	• Y = total n	number of Certification Cand	idates		
Scoring Guide		First-Year Teac	cher's Principal Survey		
		Average Range	Points		
		Average Range 4.25+			
			Points		
		4.25+	Points 5.00		
		4.25+ 4.00 – 4.24	Points 5.00 4.75		
		4.25+ 4.00 - 4.24 3.75 - 3.99	Points 5.00 4.75 4.50		
		4.25+ 4.00 - 4.24 3.75 - 3.99 3.50 - 3.74	Points 5.00 4.75 4.50 4.25		
		4.25+ 4.00 – 4.24 3.75 – 3.99 3.50 – 3.74 3.25 – 3.49	Points 5.00 4.75 4.50 4.25 4.00		

Description The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students. $((B+C+D=E) \div X) \times 100 \times Y$ where Business Logic B = points derived from Pedagogical or Program GPA C = points derived from the Missouri Educator Evaluation System (MEES) D = points derived from First-Year Teacher Survey E = points derived from First-Year Teacher's Principal Survey Scores X = total points possibleY = weighted percentage (.10)Indicator 8.1: X÷Y where Pedagogical or Program X = sum of the Pedagogical or Program GPAs of all Certification Candidates GPA Y = total number of Certification Candidates See Appendix B for list of programs that report Pedagogical GPA and Program GPA Special Notes Scoring Guide Pedagogical or Program Grade Point Average (GPA) **Points** Average Range 10.0 3.50 +3.37 - 3.499.5 3.25 - 3.369.0 3.12 - 3.248.5 3.00 - 3.118 7.5 2.87 - 2.992.75 - 2.867

X = average of Cooperating Teacher Standard 8 MEES scores of all Certification Candidates Y = average of University Supervisor Standard 8 MEES scores of all Certification Candidates

Teacher Program Standard 8: Professionalism

Indicator 8.2: MEES

 $(X+Y) \div 2$ where

-

Scoring Guide				
C		Performa	nce Assessments	
		Average Range	Points	
		3.50+	10	
		3.25 – 3.49	9	
		3.00 - 3.24	8	
		2.75 – 2.99	7	
		2.50 - 2.74	6	
		2.25 – 2.49	5	
		2.00 - 2.24	4	
		1.75 – 1.99	3	
Indicator 8.3: First-Year	X÷Y where			
Teacher Survey			s mean Standard 8 score (calculate	
			Standard 8; see Survey Technica	al Manual for
	associated			
	• $Y = total n$	umber of Certification Candi	dates	
Scoring Guide		E'4	V C	
			Year Survey	
		Average Range	Points	
		4.25+	5.00	
		4.00 – 4.24	4.75	
		3.75 – 3.99	4.50	
		3.50 – 3.74	4.25	
		3.25 – 3.49	4.00	
		3.00 – 3.24	3.75	
		2.75 – 2.99	3.00	
I 1' 4 0 4 E' 4 W	V . V . 1			
Indicator 8.4: First-Year	X÷Y where		G. 1 10 (1 1	. 1 ' 11 E' . 37
Teacher's Principal			s mean Standard 8 score (calculated and second calculated and seco	
Survey	associated		iated with Standard 8; see Survey	Technical Manual for
		nems) umber of Certification Candi	1_4_	
Carrier Cari Ia	\bullet Y = total m	umber of Certification Candi	dates	
Scoring Guide		First-Year Teac	her's Principal Survey	
		Average Range	Points	
		4.25+	5.00	
		4.00 – 4.24	4.75	
		3.75 – 3.99	4.50	
		3.50 – 3.74	4.25	
		3.25 – 3.49	4.00	
		3.00 – 3.24	3.75	
		2.75 – 2.99	3.00	

Description	The teacher has effective working relationships	with students, parents, school colleagues,	
•	and community members.		
Business Logic	$((B+C+D=E) \div X) \times 100 \times Y$ where		
C	B = points derived from Pedagogical or	Program GPA	
	• C = points derived from the Missouri E		
	• D = points derived from First-Year Tea		
	• E = points derived from First-Year Tea	•	
	 X = total points possible 	ener strimespar survey secres	
	 Y = weighted percentage (.10) 		
Indicator 9.1:	X÷Y where		
Pedagogical or Program	• X = sum of the Pedagogical or Program	GDAs of all Cartification Candidates	
GPA	 Y = total number of Certification Cand 		
Special Notes	See Appendix B for list of programs that report		
Scoring Guide	See Appendix B for fist of programs that report	redagogical GFA and Flogram GFA	
Scoring Guide	Padagagiaal on Program	Grade Point Average (GPA)	
		Points	
	Average Range		
	3.50+	10.0	
	3.37 – 3.49	9.5	
	3.25 – 3.36	9.0	
	3.12 – 3.24	8.5	
	3.00 – 3.11	8	
	2.87 – 2.99	7.5	
	2.75 – 2.86	7	
		andard 9 MEES scores of all Certification C tandard 9 MEES scores of all Certification C	
	 X = average of Cooperating Teacher St Y = average of University Supervisor S Performa	standard 9 MEES scores of all Certification (since Assessments	
	 X = average of Cooperating Teacher St Y = average of University Supervisor S Performa Average Range 	tandard 9 MEES scores of all Certification (nnce Assessments Points	
	 X = average of Cooperating Teacher St Y = average of University Supervisor S Performa Average Range 3.50+ 	tandard 9 MEES scores of all Certification Cence Assessments Points 10	
	 X = average of Cooperating Teacher St Y = average of University Supervisor S Performa Average Range 3.50+ 3.25 - 3.49 	tandard 9 MEES scores of all Certification (nce Assessments Points 10 9	
	 X = average of Cooperating Teacher St Y = average of University Supervisor S Performa Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 	tandard 9 MEES scores of all Certification (nce Assessments Points 10 9 8	
	 X = average of Cooperating Teacher St Y = average of University Supervisor S Performa Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 	tandard 9 MEES scores of all Certification (nnce Assessments Points 10 9 8 7	
	 X = average of Cooperating Teacher St Y = average of University Supervisor S Performa Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 	tandard 9 MEES scores of all Certification (nce Assessments Points 10 9 8 7 6	
	• X = average of Cooperating Teacher St • Y = average of University Supervisor S Performa Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49	Standard 9 MEES scores of all Certification (1) Standard 9 MEES scores of all Certification (1)	
	• X = average of Cooperating Teacher St • Y = average of University Supervisor S Performa Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24	Standard 9 MEES scores of all Certification (1) Standard 9 MEES scores of all Certification (1)	
	• X = average of Cooperating Teacher St • Y = average of University Supervisor S Performa Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49	Standard 9 MEES scores of all Certification (1) Standard 9 MEES scores of all Certification (1)	
Scoring Guide	• X = average of Cooperating Teacher St • Y = average of University Supervisor S Performa Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99	Standard 9 MEES scores of all Certification (1) Standard 9 MEES scores of all Certification (1)	
Indicator 9.2: MEES Scoring Guide Indicator 9.3: First-Year	• X = average of Cooperating Teacher St • Y = average of University Supervisor S Performa Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 X÷Y where		Candidato
Scoring Guide	• X = average of Cooperating Teacher St • Y = average of University Supervisor S Performa Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 X÷Y where • X = sum of all Certification Candidate'	tandard 9 MEES scores of all Certification (conce Assessments Points 10 9 8 7 6 5 4 3	Candidate
Scoring Guide Indicator 9.3: First-Year	 X = average of Cooperating Teacher St Y = average of University Supervisor S Performa Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 X÷Y where X = sum of all Certification Candidate' Teacher's Survey items associated with 		Candidate
Scoring Guide Indicator 9.3: First-Year	 X = average of Cooperating Teacher St Y = average of University Supervisor S Performa Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 X÷Y where X = sum of all Certification Candidate' Teacher's Survey items associated with associated items) 	since Assessments Points 10 9 8 7 6 5 4 3 s mean Standard 9 score (calculated using all Standard 9; see Survey Technical Manual for the score of the sc	Candidate
Scoring Guide Indicator 9.3: First-Year Teacher Survey	 X = average of Cooperating Teacher St Y = average of University Supervisor S Performa Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 X÷Y where X = sum of all Certification Candidate' Teacher's Survey items associated with 	since Assessments Points 10 9 8 7 6 5 4 3 s mean Standard 9 score (calculated using all Standard 9; see Survey Technical Manual for the score of the sc	Candidate
Scoring Guide Indicator 9.3: First-Year Teacher Survey	 X = average of Cooperating Teacher St Y = average of University Supervisor S Performa Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 X÷Y where X = sum of all Certification Candidate' Teacher's Survey items associated with associated items) Y = total number of Certification Candidate 	sidates Ince Assessments Points 10 9 8 7 6 5 4 3 Standard 9 score (calculated using all Standard 9; see Survey Technical Manual foliates	Candidate
Scoring Guide Indicator 9.3: First-Year Teacher Survey	 X = average of Cooperating Teacher St Y = average of University Supervisor S Performa Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 X÷Y where X = sum of all Certification Candidate' Teacher's Survey items associated with associated items) Y = total number of Certification Candification Candidate First-	since Assessments Points 10 9 8 7 6 5 4 3 s mean Standard 9 score (calculated using all Standard 9; see Survey Technical Manual foliates Year Survey	Candidate
Scoring Guide Indicator 9.3: First-Year Teacher Survey	 X = average of Cooperating Teacher St Y = average of University Supervisor S Performa Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 X÷Y where X = sum of all Certification Candidate' Teacher's Survey items associated with associated items) Y = total number of Certification Candidate' Teacher's Survey items associated with associated items) First-Average Range	tandard 9 MEES scores of all Certification (nnce Assessments Points 10 9 8 7 6 5 4 3 s mean Standard 9 score (calculated using all Standard 9; see Survey Technical Manual foliates Year Survey Points	Candidate
Scoring Guide Indicator 9.3: First-Year Teacher Survey	 X = average of Cooperating Teacher St Y = average of University Supervisor S Performa Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 X÷Y where X = sum of all Certification Candidate' Teacher's Survey items associated with associated items) Y = total number of Certification Candidate' Average Range 4.25+ 	since Assessments Points 10 9 8 7 6 5 4 3 s mean Standard 9 score (calculated using all Standard 9; see Survey Technical Manual fidates Year Survey Points 5.00	Candidat
Scoring Guide Indicator 9.3: First-Year Teacher Survey	 X = average of Cooperating Teacher St Y = average of University Supervisor S Performa Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 X÷Y where X = sum of all Certification Candidate' Teacher's Survey items associated with associated items) Y = total number of Certification Candidate' Average Range 4.25+ 4.00 - 4.24 	since Assessments Points 10 9 8 7 6 5 4 3 s mean Standard 9 score (calculated using all Standard 9; see Survey Technical Manual foliates Year Survey Points 5.00 4.75	Candidate
Scoring Guide Indicator 9.3: First-Year	 X = average of Cooperating Teacher St Y = average of University Supervisor S Performa Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 X÷Y where X = sum of all Certification Candidate' Teacher's Survey items associated with associated items) Y = total number of Certification Candidate' Average Range 4.25+ 4.00 - 4.24 3.75 - 3.99 	since Assessments Points 10 9 8 7 6 5 4 3 s mean Standard 9 score (calculated using all Standard 9; see Survey Technical Manual foliates Year Survey Points 5.00 4.75 4.50	Candidate
Scoring Guide Indicator 9.3: First-Year Teacher Survey	 ■ X = average of Cooperating Teacher St ■ Y = average of University Supervisor S ■ Performa Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 X÷Y where X = sum of all Certification Candidate' Teacher's Survey items associated with associated items) Y = total number of Certification Candidate' Average Range	smean Standard 9 score (calculated using all Standard 9; see Survey Technical Manual for Standard 9; see Surve	Candidate
Scoring Guide Indicator 9.3: First-Year Teacher Survey	 X = average of Cooperating Teacher St Y = average of University Supervisor S Performa Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 X÷Y where X = sum of all Certification Candidate' Teacher's Survey items associated with associated items) Y = total number of Certification Candidate' Average Range 4.25+ 4.00 - 4.24 3.75 - 3.99 3.50 - 3.74 3.25 - 3.49 	since Assessments Points 10 9 8 7 6 5 4 3 s mean Standard 9 score (calculated using all Standard 9; see Survey Technical Manual foliates Year Survey Points 5.00 4.75 4.50 4.25 4.00	Candidate
Scoring Guide Indicator 9.3: First-Year Teacher Survey	 ■ X = average of Cooperating Teacher St ■ Y = average of University Supervisor S ■ Performa Average Range 3.50+ 3.25 - 3.49 3.00 - 3.24 2.75 - 2.99 2.50 - 2.74 2.25 - 2.49 2.00 - 2.24 1.75 - 1.99 X÷Y where X = sum of all Certification Candidate' Teacher's Survey items associated with associated items) Y = total number of Certification Candidate' Average Range	smean Standard 9 score (calculated using all Standard 9; see Survey Technical Manual for Standard 9; see Surve	Candidate

Indicator 9.4: First-Year	X÷Y where			
Teacher's Principal Survey	 X = sum of all Certification Candidate's mean Standard 9 score (calculated using all First-Year Teacher's Principal Survey items associated with Standard 9; see Survey Technical Manual for associated items) Y = total number of Certification Candidates 			
Scoring Guide	1 000007		cher's Principal Survey	
		Average Range	Points	
		4.25+	5.00	
		4.00 – 4.24	4.75	
		3.75 – 3.99	4.50	
		3.50 – 3.74	4.25	
		3.25 – 3.49	4.00	
		3.00 – 3.24	3.75	
		2.75 – 2.99	3.00	
			<u> </u>	·

Appendix E: Calculating Certification Type Score, School Counselors

Note: The same calculations will be used to calculate scores for Certification Areas, although those will not be used as a basis for an accreditation recommendation.

School Counselor Program Type, Overall Score

seneer commeter 1 . og. u	Type, 6 verum Secre		
Business Logic	A+B+C+D+E where		
	• A = points for Standard 1 * .20		
	• B = points for Standard 2 * .20		
	• C = points for Standard 3 * .20		
	• D = points for Standard 4 * .20		
	• E = points for Standard 5 * .20		

Description	The school counselor utilizes his/her skills and knowledge of student development and behavior to			
	promote the mental health and well-being of all	students by facilitating their academic,		
	personal/social, and career development.			
Business Logic	$((A+B+C+D=E) \div X) \times 100 \times Y$ where			
	• A = points derived from the Missouri C	Content Assessment (MoCA)		
	• B = points derived from Program GPA			
	• C = points derived from the Missouri E	ducator Evaluation System (MEES) for School		
	Counselors			
	• D = points derived from First-Year Cou			
	• E = points derived from First-Year Cou	inselor's Supervisor Survey Scores		
	• X = total points possible			
	• Y = weighted percentage (.20)			
Indicator 1.1: MoCA	X÷Y where			
	• X = sum of the highest MoCA scores o			
	• Y = total number of Certification Cand	idates		
Scoring Guide				
	Mo	CA		
	Average Range	Points		
	250.0 +	10		
	245.0 - 249.9	9.5		
	240.0 – 244.9	9		
	235.0 – 239.9	8.5		
	230.0 – 234.9	8		
	225.0 – 229.9	7.5		
	220.0 – 224.9	7		
I I' / 12 D CDA	V.V. 1			
Indicator 1.2: Program GPA	X÷Y where			
	• X = sum of the Program GPAs of all Certification Candidates			
Scoring Guide	Y = total number of Certification Cand	idates		
Scoring Guide				
	Grade Point A	verage (GPA)		
	Average Range	Points		
	3.60 +	10		
	3.40 – 3.59	9.5		
	3.20 - 3.39	9		
	3.00 – 3.19	8.5		
	2.75 – 2.99	8		
Indicator 1.3: MEES	$(X+Y) \div 2$ where			
	<u> </u>	d 1 MEES scores of all Certification Candidates		
		Standard 1 MEES scores of all Certification		
	Candidates			

Scoring Guide				
Scoring Guide		Performe	ance Assessments	
		Average Range	Points	
		2.50 +	10	
		2.25 – 2.49	9	
		2.00 – 2.24	8	
		1.75 – 1.99	7	
		1.50 – 1.74	6	
		1.25 – 1.49	5	
		1.00 – 1.24	4	
		0.00 - 0.99	0	
Indicator 1.4: First-Year	X÷Y where			
Counselor Survey	\bullet X = sum	n of all Certification Candidat	e's mean Standard 1 score (calculated	l using all First-
·			iated with Standard 1; see Survey Tee	
		ciated items)		
		l number of Certification Car	ndidates	
Scoring Guide	• 1 – tota	i number of certification car	ididates	
Scoring Guide		TP: 4	Y. C	
			Year Survey	
		Average Range	Points	
		4.0 – 5.0	5	
		3.0 – 3.9	4	
		2.0 – 2.9	3	
		0.0 – 1.9	0	
7 11 1 7 71	1			
Indicator 1.5: First-Year	X÷Y where			
Counselor's Supervisor			e's mean Standard 1 score (calculated	
Survey	Year Co	ounselor's Supervisor Survey	items associated with Standard 1; see	Survey
	Technic	al Manual for associated item	as)	
	 Y = tota 	l number of Certification Car	ndidates	
Scoring Guide				
Storing Guide		Einst	Year Survey	
			Points	
		Average Range 4.0 – 5.0	Foints 5	
		3.0 – 3.9	4	
		2.0 – 2.9	3	
		2.0 - 2.9 0.0 - 1.9	0	
		0.0 - 1.9	U	

School Counselor Program Standard 2: Program Implementation

School Counsciol Frogram S	tanaara 2: Frogram Impiementation		
Description	The school counselor collaborates with school and community members to plan, design, implement, valuate, and enhance the school and districtwide comprehensive school counseling program to dvance the academic, personal/social, and career development of all students.		
Business Logic	 ((A+B+C+D=E) ÷X) x 100 x Y where A = points derived from the Missouri Content Assessment (MoCA) B = points derived from Program GPA C = points derived from the Missouri Educator Evaluation System (MEES) for School Counselors D = points derived from First-Year Counselor Survey E = points derived from First-Year Counselor's Supervisor Survey Scores X = total points possible Y = weighted percentage (.20) 		
Indicator 2.1: MoCA	X÷Y where • X = sum of the highest MoCA scores of all Certification Candidates • Y = total number of Certification Candidates		

Scoring Guide				
		MoCA		
	Average Ra		Points	
	250.0 +		10	
	245.0 – 24		9.5	
	240.0 – 24		9	
	235.0 - 23		8.5	
	230.0 - 23		8	
	225.0 - 22		7.5	
	220.0 – 22	4.9	7	
Indicator 2.2: Program GPA	X÷Y where			
	• $X = sum of the Program$	GPAs of all Certification C	andidates	
	• Y = total number of Cert	ification Candidates		
Scoring Guide				
		Grade Point Average (GPA	.,	
	Average Ra		Points	
	3.60 +	inge	10	
	3.40 - 3.5	59	9.5	
	3.20 - 3.3		9	
	$\frac{3.20 - 3.1}{3.00 - 3.1}$		8.5	
	2.75 – 2.9		8	
		<u> </u>		
Indicator 2.3: MEES	(X+Y) ÷2 where			
		rvisor Standard 2 MEES sc	ores of all Certification Candidate	es
	_		EES scores of all Certification	
	Candidates			
Scoring Guide				
		Performance Assessme	nts	
	Average l	Range	Points	
	2.50		10	
	2.25 - 2		9	
	2.00 - 2		8	
	1.75 – 1		7	
	1.50 – 1		6	
	1.25 – 1		5	
	1.00 – 1		4	
	0.00 - 0	1.99	0	
Indicator 2.4: First-Year	X÷Y where			
Counselor Survey		ion Candidate's mean Stand	ard 2 score (calculated using all F	Tiret_
Counselor Survey			dard 2; see Survey Technical Mar	
	for associated items)	nems associated with stan	dara 2, see sarvey reclimear war	iiuui
	• Y = total number of Cert	ification Candidates		
Scoring Guide				
		First-Year Survey		
	Average l		Points	
	4.0 – 5	3	5	
	3.0 - 3		4	
	2.0 - 2		3	
	0.0 - 1		0	
Indicator 2.5: First-Year	X÷Y where			
Counselor's Supervisor			ard 2 score (calculated using all F	First-
Survey			d with Standard 2; see Survey	
	Technical Manual for ass			
	• Y = total number of Cert	ification Candidates		

Special Notes		
Scoring Guide		
	First-	-Year Survey
	Average Range	Points
	4.0 - 5.0	5
	3.0 - 3.9	4
	2.0 - 2.9	3
	0.0 - 1.9	0

Description			ofessional relationships throughout the school chool counseling program as well as the overa	
		evement plans of the school d		11
Business Logic		-X) x 100 x Y where	istrict.	
Business Logic			Content Assessment (MoCA)	
		ts derived from Program GPA		
			Educator Evaluation System (MEES) for School	ol
	Counselo		,	
	• D = point	ts derived from First-Year Co	unselor Survey	
			unselor's Supervisor Survey Scores	
	• $X = total$	points possible		
		hted percentage (.20)		
Indicator 3.1: MoCA	X÷Y where			
			of all Certification Candidates	
	$\bullet Y = total$	number of Certification Cano	lidates	
Scoring Guide				
		Mo	OCA	
		Average Range	Points	
		250.0 +	10	
		245.0 – 249.9	9.5	
		240.0 – 244.9	9	
		235.0 – 239.9	8.5	
		230.0 – 234.9	8	
		225.0 – 229.9	7.5	
		220.0 – 224.9	7	
Indicator 3.2: Program GPA	A X÷Y where			
maicator 5.2. Program Gr		of the Program GPAs of all C	Certification Candidates	
		number of Certification Cand		
Scoring Guide				
C		Crada Daint	Average (GPA)	
		Average Range	Points	
		3.60 +	10	
		3.40 – 3.59	9.5	
		3.20 – 3.39	9	
		3.00 – 3.19	8.5	
		2.75 – 2.99	8	
	_			
Indicator 3.3: MEES	(X+Y) ÷2 where			
		age of Site Supervisor Standa	rd 3 MEES scores of all Certification Candida	tes
			Standard 3 MEES scores of all Certification	
	Candidat			

Scoring Guide				
		Performs	ance Assessments	
		Average Range	Points	
		2.50 +	10	
		2.25 – 2.49	9	
		2.00 – 2.24	8	
		1.75 – 1.99	7	
		1.50 – 1.74	6	
		1.25 – 1.49	5	
		1.00 – 1.24	4	
		0.00 - 0.99	0	
Indicator 3.4: First-Year	X÷Y where			
Counselor Survey	• X = sun	n of all Certification Candidat	e's mean Standard 3 score (calculated	d using all First-
			iated with Standard 3; see Survey Tee	chnical Manual
		ciated items)		
	• Y = tota	al number of Certification Car	ndidates	
Scoring Guide				
		First-	-Year Survey	
		Average Range	Points	
		4.0 - 5.0	5	
		3.0 - 3.9	4	
		2.0 - 2.9	3	
		0.0 - 1.9	0	
Indicator 3.5: First-Year	X÷Y where			
Counselor's Supervisor			e's mean Standard 3 score (calculated	
Survey	Year Co	ounselor's Supervisor Survey	items associated with Standard 3; see	Survey
		al Manual for associated item		
	• Y = tota	al number of Certification Car	ndidates	
Scoring Guide				
	First-Year Survey			
		Average Range	Points	
		4.0 - 5.0	5	
		3.0 - 3.9	4	
		2.0 - 2.9	3	
		0.0 – 1.9	0	
	I			

School Counselor Program Standard 4: Leadership and Advocacy The school counselor serves as a change agent, demonstrating leadership, vision, collaboration and Description advocacy for the on-going development of self, students, the comprehensive school counseling program and the school. Business Logic $((A+B+C+D=E) \div X) \times 100 \times Y$ where A = points derived from the Missouri Content Assessment (MoCA) B = points derived from Program GPA C = points derived from the Missouri Educator Evaluation System (MEES) for School Counselors D = points derived from First-Year Counselor Survey E = points derived from First-Year Counselor's Supervisor Survey Scores X = total points possibleY = weighted percentage (.20)Indicator 3.1: MoCA X÷Y where X = sum of the highest MoCA scores of all Certification Candidates Y = total number of Certification Candidates Scoring Guide MoCA Average Range **Points** 250.0 + 10 245.0 - 249.99.5 240.0 - 244.99 235.0 - 239.98.5 230.0 - 234.98 225.0 - 229.97.5 7 220.0 - 224.9Indicator 4.2: Program GPA X÷Y where X = sum of the Program GPAs of all Certification Candidates Y = total number of Certification Candidates Scoring Guide **Grade Point Average (GPA)** Average Range **Points** 3.60 + 10 3.40 - 3.599.5 3.20 - 3.399 3.00 - 3.198.5 2.75 - 2.998 Indicator 4.3: MEES $(X+Y) \div 2$ where X = average of Site Supervisor Standard 4 MEES scores of all Certification Candidates Y = average of University Supervisor Standard 3 MEES scores of all Certification Candidates Scoring Guide **Performance Assessments Average Range Points** 2.50 +10 2.25 - 2.499 2.00 - 2.248 7 1.75 - 1.99

1.50 - 1.74

1.25 - 1.49

1.00 - 1.24

0.00 - 0.99

6

5

4

0

Indicator 4.4: First-Year	X÷Y where			
Counselor Survey			e's mean Standard 4 score (calculated	_
		-	iated with Standard 4; see Survey Te	chnical Manual
		ciated items)		
	• Y = tota	l number of Certification Car	ndidates	
Scoring Guide				
		First-	-Year Survey	
		Average Range	Points	
		4.0 - 5.0	5	
		3.0 – 3.9	4	
		2.0 – 2.9	3	
		0.0 - 1.9	0	
Indicator 4.5: First-Year	X÷Y where			
Counselor's Supervisor	• X = sum	n of all Certification Candidat	e's mean Standard 4 score (calculated	d using all First-
Survey	Year Co	ounselor's Supervisor Survey	items associated with Standard 4; see	Survey
	Technic	al Manual for associated item	as)	
	• Y = tota	l number of Certification Car	ndidates	
Scoring Guide				
		First-	-Year Survey	
		Average Range	Points	
		4.0 – 5.0	5	
		3.0 – 3.9	4	
		2.0 – 2.9	3	
		0.0 – 1.9	0	
				1

School Counselor Program Standard 5: Ethical and Professional Conduct

Description	The school coun and legal require		dheres to current ethical and professi	ional standards
Business Logic	 A = poi B = poi C = poi Counse D = poi E = poi X = tota 	lors nts derived from First-Year Cou	ducator Evaluation System (MEES)	for School
Indicator 5.1: MoCA Scoring Guide	X÷Y where • X = sum of the highest MoCA scores of all Certification Candidates • Y = total number of Certification Candidates			
		Mo	CA	
		Average Range	Points	•
		250.0 +	10	
		245.0 - 249.9	9.5	
		240.0 - 244.9	9	
		235.0 – 239.9	8.5	
		230.0 – 234.9	8	
		225.0 – 229.9	7.5	
		220.0 – 224.9	7	
Indicator 5.2: Program GPA		n of the Program GPAs of all C		

G : G:1	1			
Scoring Guide				
		Grade Point	: Average (GPA)	
		Average Range	Points	ĺ
		3.60 +	10	
		3.40 – 3.59	9.5	
		3.20 – 3.39	9	
		3.00 – 3.19	8.5	
		2.75 – 2.99	8	
Indicator 5.3: MEES	$(X+Y) \div 2$ where	2		
			lard 5 MEES scores of all Certification	n Candidates
			r Standard 5 MEES scores of all Certification	
	Candid			
Scoring Guide				
		Perform	ance Assessments	
		Average Range	Points	
		2.50 +	10	
		2.25 – 2.49	9	
		2.00 – 2.24	8	
		1.75 – 1.99	7	
		1.50 – 1.74	6	
		1.25 – 1.49	5	
		1.00 – 1.24	4	
		0.00 - 0.99	0	
		0.00	Ü	
Indicator 5.4: First-Year	X÷Y where			
Counselor Survey	• X = su	n of all Certification Candida	te's mean Standard 5 score (calculated	using all First-
-			ciated with Standard 5; see Survey Tec	
	for asso	ociated items)		
	• Y = tot	al number of Certification Car	ndidates	
Scoring Guide				
		First	-Year Survey	
		Average Range	Points	
		4.0 – 5.0	5	
		3.0 – 3.9	4	
		2.0 – 2.9	3	
		0.0 – 1.9	0	
Indicator 5.5: First-Year	X÷Y where			
Counselor's Supervisor	• X = su1	n of all Certification Candida	te's mean Standard 5 score (calculated	using all First-
Survey			items associated with Standard 5; see	Survey
		cal Manual for associated iten		
	• Y = tot	al number of Certification Car	ndidates	
Scoring Guide				
		First	-Year Survey	
		Average Range	Points	
		4.0 - 5.0	5	
		3.0 – 3.9	4	
		2.0 – 2.9	3	
		0.0 - 1.9	0	

Appendix F: Calculating Certification Type Score, School Leaders

Note: The same calculations will be used to calculate scores for Certification Areas, although those will not be used as a basis for an accreditation recommendation.

School Leader Program Type, Overall Score

Business Logic	A+B+C+D+E where		
	• A = points for Standard 1 * .20		
	• B = points for Standard 2 * .20		
	• C = points for Standard 3 * .20		
	• D = points for Standard 4 * .20		
	• E = points for Standard 5 * .20		

Description	The Principal as the Visionary Leader develops	and implements a vision for the school to guide	
	the learning of all students.		
Business Logic	$((A+B+C+D=E) \div X) \times 100 \times Y \text{ where}$		
	• A = points derived from the Missouri 6	Content Assessment (MoCA)	
	• B = points derived from Program GPA		
	• C = points derived from the Missouri I	Professors of Educational Administration	
		for Aspiring Building Administrators (MPEA)	
	• D = points derived from First-Year Pri		
	• E = points derived from First-Year Print	ncipal's Supervisor Survey Scores	
	• X = total points possible		
	• Y = weighted percentage (.20)		
Indicator 1.1: MoCA	X÷Y where		
	• X = sum of the highest MoCA scores of	of all Certification Candidates	
	• Y = total number of Certification Cand		
Scoring Guide			
_	MoCA		
	Average Range	Points	
	250.0 +	10	
	245.0 – 249.9	9.5	
	240.0 – 244.9	9	
	235.0 – 239.9	8.5	
	230.0 – 234.9	8	
	225.0 – 229.9	7.5	
	220.0 – 224.9	7	
	22000 22 107	,	
Indicator 1.2: Program GPA	X÷Y where		
_	• X = sum of the Program GPAs of all C	Certification Candidates	
	• Y = total number of Certification Cand	lidates	
Scoring Guide			
	Grade Point A	verage (CPA)	
	Average Range	Points	
	3.60 +	10	
	3.40 – 3.59	9.5	
	3.20 – 3.39	9	
	3.00 – 3.19	8.5	
	2.75 – 2.99	8	
	2.10 - 2.77		
Indicator 1.3: MPEA	V · V vvh omo		
indicator 1.5: MPEA	X÷Y where • X = sum of the MPEA scores for all C	artification Condidates	
	• Y = total number of Certification Cand	ndates	

Scoring Guide				
		Performa	ance Assessments	
		Average Range	Points	1
		14.00 +	10	
		13.00 – 13.99	9	
		12.00 – 12.99	8	
		11.00 – 11.99	7	
		10.00 - 10.99	6	
Indicator 1.4: First-Year	X÷Y where			
Principal Survey	11 1	m of all Certification Candida	nte's mean Standard 1 score (calculate	ed using all
Timelpul Sulvey			sociated with Standard 1; see Survey	
		l for associated items)	sociated with standard 1, see survey	Teemmear
		tal number of Certification Ca	undidates	
Scoring Guide	0 1 10	ai number of certification ca	indidates	
Scoring Guide		Linet	-Year Survey	1
		Average Range	Points	
		4.0 – 5.0	5	
		3.0 – 3.9	4	
		2.0 – 2.9	3	
		0.0 – 1.9	0	
I 1' / 1 / E' / W	37.37 1			1
Indicator 1.5: First-Year	X÷Y where			1 . 11
Principal's Supervisor			ate's mean Standard 1 score (calculate	
Survey		cal Manual for associated iter	arvey items associated with Standard	1; see Survey
	• Y = tot	al number of Certification Ca	indidates	
Scoring Guide				_
		First	-Year Survey	
		Average Range	Points	
		4.0 - 5.0	5	
		3.0 - 3.9	4	
		2.0 - 2.9	3	
		0.0 – 1.9	0	
				•

School Leader Program Domain 2: Instructional Leadership

Description	The Principal as the Instructional Leader ensures a guaranteed and viable curriculum, guarantees		
	effective instructional practice, coordinates the use of effective assessments and promotes		
	professional learning.		
Business Logic	$((A+B+C+D=E) \div X) \times 100 \times Y \text{ where}$		
	A = points derived from the Missouri Content Assessment (MoCA)		
	B = points derived from Program GPA		
	C = points derived from the Missouri Professors of Educational Administration Instructional		
	Performance Assessment for Aspiring Building Administrators (MPEA)		
	D = points derived from First-Year Principal Survey		
	E = points derived from First-Year Principal's Supervisor Survey Scores		
	X = total points possible		
	Y = weighted percentage (.20)		
Indicator 2.1: MoCA	X÷Y where		
	• X = sum of the highest MoCA scores of all Certification Candidates		
	Y = total number of Certification Candidates		

Scoring Guide				
		MoCA		
		Average Range	Points	
		250.0 +	10	
		245.0 – 249.9	9.5	
		240.0 – 244.9	9	
		235.0 – 239.9	8.5	
		230.0 – 234.9	8	
		225.0 – 229.9	7.5	
		220.0 – 224.9	7.3	
		220.0 - 224.7	l I	
Indicator 2.2: Program GPA	X÷Y where			
6	• X = s	sum of the Program GPAs of	f all Certification Candidates	
		otal number of Certification		
Scoring Guide				
8		Grade Point Average (C	TDA)	
			Points	
		Average Range 3.60 +		
			9.5	
		3.40 – 3.59	9.5	
		3.20 – 3.39		
		3.00 – 3.19	8.5	
		2.75 – 2.99	8	
Indicator 2.3: MPEA	X÷Y where			
	• X = s	sum of the MPEA scores for	all Certification Candidates	
	• Y = t	otal number of Certification	Candidates	
Scoring Guide				
-		Performance Assessme	ents	
-			ents Points	
-		Average Range	-	
-		Average Range 14.00 +	Points	
-		Average Range 14.00 + 13.00 - 13.99	Points 10 9	
-		Average Range 14.00 + 13.00 - 13.99 12.00 - 12.99	Points 10 9 8	
-		Average Range 14.00 + 13.00 - 13.99 12.00 - 12.99 11.00 - 11.99	Points 10 9 8 7	
-		Average Range 14.00 + 13.00 - 13.99 12.00 - 12.99	Points 10 9 8	
Indicator 2.4: First-Year	X÷Y where	Average Range 14.00 + 13.00 - 13.99 12.00 - 12.99 11.00 - 11.99	Points 10 9 8 7	
Indicator 2.4: First-Year		Average Range 14.00 + 13.00 - 13.99 12.00 - 12.99 11.00 - 11.99 10.00 - 10.99	Points 10 9 8 7 6	ing all
	• X = s	Average Range 14.00 + 13.00 - 13.99 12.00 - 12.99 11.00 - 11.99 10.00 - 10.99 sum of all Certification Cand	Points 10 9 8 7 6	
Indicator 2.4: First-Year	• X = s First-	Average Range 14.00 + 13.00 - 13.99 12.00 - 12.99 11.00 - 11.99 10.00 - 10.99 sum of all Certification Cande Year Principal Survey items	Points 10 9 8 7 6	
Indicator 2.4: First-Year	• X = s First- Manu	Average Range 14.00 + 13.00 - 13.99 12.00 - 12.99 11.00 - 11.99 10.00 - 10.99 sum of all Certification Candary Principal Survey items and for associated items)	Points 10 9 8 7 6 didate's mean Standard 2 score (calculated using associated with Standard 2; see Survey Technology	
Indicator 2.4: First-Year Principal Survey	• X = s First- Manu	Average Range 14.00 + 13.00 - 13.99 12.00 - 12.99 11.00 - 11.99 10.00 - 10.99 sum of all Certification Cande Year Principal Survey items	Points 10 9 8 7 6 didate's mean Standard 2 score (calculated using associated with Standard 2; see Survey Technology	
Indicator 2.4: First-Year	• X = s First- Manu	Average Range 14.00 + 13.00 - 13.99 12.00 - 12.99 11.00 - 11.99 10.00 - 10.99 sum of all Certification Candary Principal Survey items and for associated items) otal number of Certification	Points 10 9 8 7 6 didate's mean Standard 2 score (calculated using associated with Standard 2; see Survey Technology	
Indicator 2.4: First-Year Principal Survey	• X = s First- Manu	Average Range 14.00 + 13.00 - 13.99 12.00 - 12.99 11.00 - 11.99 10.00 - 10.99 sum of all Certification Cande Year Principal Survey items and for associated items) total number of Certification First-Year Survey	Points 10 9 8 7 6 didate's mean Standard 2 score (calculated using associated with Standard 2; see Survey Technology Candidates	
Indicator 2.4: First-Year Principal Survey	• X = s First- Manu	Average Range 14.00 + 13.00 - 13.99 12.00 - 12.99 11.00 - 11.99 10.00 - 10.99 sum of all Certification Cande Year Principal Survey items and for associated items) otal number of Certification First-Year Survey Average Range	Points 10 9 8 7 6 didate's mean Standard 2 score (calculated using associated with Standard 2; see Survey Technical Candidates Points	
Indicator 2.4: First-Year Principal Survey	• X = s First- Manu	Average Range 14.00 + 13.00 - 13.99 12.00 - 12.99 11.00 - 11.99 10.00 - 10.99 sum of all Certification Candor Year Principal Survey items all for associated items) otal number of Certification First-Year Survey Average Range 4.0 - 5.0	Points 10 9 8 7 6 didate's mean Standard 2 score (calculated using associated with Standard 2; see Survey Technology Candidates Points 5	
Indicator 2.4: First-Year Principal Survey	• X = s First- Manu	Average Range 14.00 + 13.00 - 13.99 12.00 - 12.99 11.00 - 11.99 10.00 - 10.99 sum of all Certification Cander Principal Survey items and for associated items) total number of Certification First-Year Survey Average Range 4.0 - 5.0 3.0 - 3.9	Points 10 9 8 7 6 didate's mean Standard 2 score (calculated using associated with Standard 2; see Survey Technology Candidates Points 5 4	
Indicator 2.4: First-Year Principal Survey	• X = s First- Manu	Average Range 14.00 + 13.00 - 13.99 12.00 - 12.99 11.00 - 11.99 10.00 - 10.99 sum of all Certification Candor Year Principal Survey items and for associated items) otal number of Certification First-Year Survey Average Range 4.0 - 5.0 3.0 - 3.9 2.0 - 2.9	Points 10 9 8 7 6 didate's mean Standard 2 score (calculated using associated with Standard 2; see Survey Technology Candidates Points 5 4 3	
Indicator 2.4: First-Year Principal Survey	• X = s First- Manu	Average Range 14.00 + 13.00 - 13.99 12.00 - 12.99 11.00 - 11.99 10.00 - 10.99 sum of all Certification Cander Principal Survey items and for associated items) total number of Certification First-Year Survey Average Range 4.0 - 5.0 3.0 - 3.9	Points 10 9 8 7 6 didate's mean Standard 2 score (calculated using associated with Standard 2; see Survey Technology Candidates Points 5 4	
Indicator 2.4: First-Year Principal Survey	• X = s First- Manu	Average Range 14.00 + 13.00 - 13.99 12.00 - 12.99 11.00 - 11.99 10.00 - 10.99 sum of all Certification Candor Year Principal Survey items and for associated items) otal number of Certification First-Year Survey Average Range 4.0 - 5.0 3.0 - 3.9 2.0 - 2.9	Points 10 9 8 7 6 didate's mean Standard 2 score (calculated using associated with Standard 2; see Survey Technology Candidates Points 5 4 3	
Indicator 2.4: First-Year Principal Survey Scoring Guide Indicator 2.5: First-Year	• $X = s$ First- Manu • $Y = t$ $X \div Y \text{ where}$	Average Range 14.00 + 13.00 - 13.99 12.00 - 12.99 11.00 - 10.99 sum of all Certification Cande Year Principal Survey items and for associated items) otal number of Certification First-Year Survey Average Range 4.0 - 5.0 3.0 - 3.9 2.0 - 2.9 0.0 - 1.9	Points 10 9 8 7 6 didate's mean Standard 2 score (calculated using associated with Standard 2; see Survey Technology Candidates Points 5 4 3 0	nnical
Indicator 2.4: First-Year Principal Survey Scoring Guide	$X = S$ First- Mann $Y = t$ $X \div Y \text{ where}$ $X = S$	Average Range 14.00 + 13.00 - 13.99 12.00 - 12.99 11.00 - 11.99 10.00 - 10.99 sum of all Certification Cande Year Principal Survey items and for associated items) otal number of Certification First-Year Survey Average Range 4.0 - 5.0 3.0 - 3.9 2.0 - 2.9 0.0 - 1.9	Points 10 9 8 7 6 didate's mean Standard 2 score (calculated using associated with Standard 2; see Survey Technology Candidates Points 5 4 3 0 didate's mean Standard 2 score (calculated using associated with Standard 2)	ing all
Indicator 2.4: First-Year Principal Survey Scoring Guide Indicator 2.5: First-Year Principal's Supervisor	X = S First- Manu $Y = Y$ $X = Y$ $X = Y$ First-	Average Range 14.00 + 13.00 - 13.99 12.00 - 12.99 11.00 - 11.99 10.00 - 10.99 sum of all Certification Cander Principal Survey items and for associated items) otal number of Certification First-Year Survey Average Range 4.0 - 5.0 3.0 - 3.9 2.0 - 2.9 0.0 - 1.9	Points 10 9 8 7 6 didate's mean Standard 2 score (calculated using associated with Standard 2; see Survey Technology Candidates Points 5 4 3 0 didate's mean Standard 2 score (calculated using score) Survey items associated with Standard 2; see	ing all
Indicator 2.4: First-Year Principal Survey Scoring Guide Indicator 2.5: First-Year Principal's Supervisor	 X = s First-Manu • Y = t X÷Y where • X = s First-Tech 	Average Range 14.00 + 13.00 - 13.99 12.00 - 12.99 11.00 - 11.99 10.00 - 10.99 sum of all Certification Cande Year Principal Survey items and for associated items) otal number of Certification First-Year Survey Average Range 4.0 - 5.0 3.0 - 3.9 2.0 - 2.9 0.0 - 1.9	Points 10 9 8 7 6 didate's mean Standard 2 score (calculated using associated with Standard 2; see Survey Technology Candidates Points 5 4 3 0 didate's mean Standard 2 score (calculated using associated with Standard 2; see Survey technology Survey items associated with Standard 2; see items)	ing all

Scoring Guide			
	First-Year Survey		
	Average Range	Points	
	4.0 - 5.0	5	
	3.0 – 3.9	4	
	2.0 - 2.9	3	
	0.0 – 1.9	0	
	0.0 – 1.9	U	

School Leader Program Domain 3: Managerial Leadership

D : ::		
Description		ents operational systems, oversees personnel and
D . 1 .	ensures the equitable and strategic use of resour	rces.
Business Logic	$((A+B+C+D=E) \div X) \times 100 \times Y$ where	
	• A = points derived from the Missouri (
	B = points derived from Program GPA	
		Professors of Educational Administration
		for Aspiring Building Administrators (MPEA)
	• D = points derived from First-Year Pri	
	• E = points derived from First-Year Print	ncipal's Supervisor Survey Scores
	• X = total points possible	
	• Y = weighted percentage (.20)	
Indicator 3.1: MoCA	X÷Y where	
	• X = sum of the highest MoCA scores of	
	• Y = total number of Certification Cand	lidates
Scoring Guide		
	Mo	CA
	Average Range	Points
	250.0 +	10
	245.0 - 249.9	9.5
	240.0 – 244.9	9
	235.0 - 239.9	8.5
	230.0 - 234.9	8
	225.0 - 229.9	7.5
	220.0 – 224.9	7
Indicator 3.2: Program GPA	X÷Y where	
	• X = sum of the Program GPAs of all C	
	• Y = total number of Certification Cand	lidates
Scoring Guide		
	Grade Point A	verage (GPA)
	Average Range	Points
	3.60 +	10
	3.40 – 3.59	9,5
	3.20 – 3.39	9
	3.00 – 3.19	8.5
	2.75 – 2.99	8
	2010 2077	Ü
Indicator 3.3: MPEA	X÷Y where	
HIGHER 3.3: WIFEA		artification Condidates
	• Y = total number of Certification Cand	ndates

Scoring Guide				
C		Performa	ance Assessments	
		Average Range	Points	
		14.00 +	10	
		13.00 – 13.99	9	
		12.00 – 12.99	8	
		11.00 – 11.99	7	
		10.00 - 10.99	6	
T 1' / 2 / E' / X/	37.37.1			
Indicator 3.4: First-Year	X÷Y where			,
Principal Survey			te's mean Standard 3 score (calculate	
			sociated with Standard 3; see Survey	Technical
		l for associated items)		
	• Y = tot	al number of Certification Ca	ndidates	
Scoring Guide				
		First-	-Year Survey	
		Average Range	Points	
		4.0 - 5.0	5	
		3.0 - 3.9	4	
		2.0 - 2.9	3	
		0.0 - 1.9	0	
Indicator 3.5: First-Year	X÷Y where			
Principal's Supervisor		£ -11 C+:£:+: C 1: 1-	4-2	.4:11
			te's mean Standard 3 score (calculate	
Survey			rvey items associated with Standard 3	s; see Survey
		cal Manual for associated iter		
	• Y = tot	al number of Certification Ca	ndidates	
Scoring Guide				
		First-	-Year Survey	
		Average Range	Points	
		4.0 – 5.0	5	
		3.0 - 3.9	4	
		2.0 – 2.9	3	
		0.0 – 1.9	0	
		0.0 1.7	V	

School Leader Program Domain 4: Relational Leadership

School Leader I rogram Dom	omain 4. Retational Leavership		
Description	The Principal as the Relational Leader interacts professional with students, staff, family, and		
	community.		
Business Logic	$((A+B+C+D=E) \div X) \times 100 \times Y$ where		
	• A = points derived from the Missouri Content Assessment (MoCA)		
	B = points derived from Program GPA		
	• C = points derived from the Missouri Professors of Educational Administration		
	Instructional Performance Assessment for Aspiring Building Administrators (MPEA)		
	• D = points derived from First-Year Principal Survey		
	• E = points derived from First-Year Principal's Supervisor Survey Scores		
	• X = total points possible		
	• Y = weighted percentage (.20)		
Indicator 4.1: MoCA	X÷Y where		
	• X = sum of the highest MoCA scores of all Certification Candidates		
	• Y = total number of Certification Candidates		

Scoring Guide					
C	N	IoCA			
	Average Range	Points			
	250.0 +	10			
	245.0 – 249.9	9.5			
	240.0 – 244.9	9			
	235.0 - 239.9	8.5			
	230.0 – 234.9	8			
	225.0 – 229.9	7.5			
	220.0 – 224.9	7			
Indicator 4.2: Program GPA	X÷Y where				
	• X = sum of the Program GPAs of all Certification Candidates				
G : G:1	Y = total number of Certification Ca	ndidates			
Scoring Guide					
	Grade Point	Average (GPA)			
	Average Range	Points			
	3.60 +	10			
	3.40 - 3.59	9.5			
	3.20 - 3.39	9			
	3.00 - 3.19	8.5			
	2.75 - 2.99	8			
Indicator 4.3: MPEA	X÷Y where				
-	• X = sum of the MPEA scores for all	Certification Candidates			
	• Y = total number of Certification Ca				
Scoring Guide					
8	Performance Assessments				
	Average Range	Points			
	14.00 +	10			
	13.00 - 13.99	9			
	12.00 – 12.99	8			
	11.00 – 11.99	7			
	10.00 - 10.99	6			
	10.00 – 10.77	U			
Indicator 4.4: First-Year	X÷Y where				
Principal Survey	• X = sum of all Certification Candida	te's mean Standard 4 score (calculated using al	.11		
Ť	First-Year Principal Survey items associated with Standard 4; see Survey Technical				
	Manual for associated items)				
	• Y = total number of Certification Ca	ndidates			
Scoring Guide					
	First	-Year Survey			
	Average Range	Points			
	4.0 - 5.0	5			
	3.0 - 3.9	4			
	2.0 - 2.9	3			
	0.0 - 1.9	0			
Indicator 4.5: First-Year	X÷Y where				
Principal's Supervisor		te's mean Standard 4 score (calculated using al			
Survey		rvey items associated with Standard 4; see Survey	vey		
	Technical Manual for associated iter				
	• Y = total number of Certification Ca	ndidates			

Scoring Guide			
	First-	-Year Survey	
	Average Range	Points	
	4.0 - 5.0	5	
	3.0 - 3.9	4	
	2.0 - 2.9	3	
	0.0 - 1.9	0	
	·		

Description	The Principal as the Innovative Leader continues professional growth, actively engages in				
D ' I '	reflective practice, and applies new knowledge and understanding to drive appropriate change.				
Business Logic	$((A+B+C+D=E) \div X) \times 100 \times Y \text{ where}$				
	 A = points derived from the Missouri B = points derived from Program GPA 	· · · · · · · · · · · · · · · · · · ·			
		Professors of Educational Administration			
		t for Aspiring Building Administrators (MPEA			
	• D = points derived from First-Year Pr				
	 E = points derived from First-Year Principal's Supervisor Survey Scores 				
	 X = total points possible 				
	• Y = weighted percentage (.20)				
Indicator 5.1: MoCA	X÷Y where				
	• X = sum of the highest MoCA scores				
	• Y = total number of Certification Can	didates			
Scoring Guide					
		CA			
	Average Range	Points			
	250.0 +	10			
	245.0 - 249.9	9.5			
	240.0 - 244.9	9			
	235.0 - 239.9	8.5 8			
	230.0 - 234.9 225.0 - 229.9	7.5			
	$\frac{223.0 - 229.9}{220.0 - 224.9}$	7.5			
	220.0 – 224.9	I			
Indicator 5.2: Program GPA	X÷Y where				
	• X = sum of the Program GPAs of all G	Certification Candidates			
	• Y = total number of Certification Can	didates			
Scoring Guide					
	Grade Point Average (GPA)				
	Average Range	Points			
	3.60 +	10			
	3.40 – 3.59	9.5			
	3.20 – 3.39	9			
	3.00 – 3.19	8.5			
	2.75 – 2.99	8			
Indicator 5.3: MPEA	X÷Y where				
ilidicator 3.3. MFEA					
indicator 3.3. MFEA	 X = sum of the MPEA scores for all C Y = total number of Certification Can 				

Scoring Guide					
		Performance Assessments			
		Average Range	Points		
		14.00 +	10		
		13.00 – 13.99	9		
		12.00 – 12.99	8		
		11.00 – 11.99	7		
		10.00 - 10.99	6		
Indicator 5.4: First-Year	X÷Y where				
Principal Survey	• X = sum of all Certification Candidate's mean Standard 5 score (calculated using all				
1 7			sociated with Standard 5; see Survey		
	Manual for associated items)				
		al number of Certification Ca	ndidates		
Scoring Guide					
		First	-Year Survey		
		Average Range	Points		
		4.0 – 5.0	5		
		3.0 – 3.9	4		
		2.0 – 2.9	3		
		0.0 – 1.9	0		
Indicator 5.5: First-Year	X÷Y where				
Principal's Supervisor		m of all Cartification Candida	ta's many Standard 5 sages (calculate	ad vision a all	
Survey	• X = sum of all Certification Candidate's mean Standard 5 score (calculated using all				
Survey	First-Year Principal's Supervisor Survey items associated with Standard 5; see Survey Technical Manual for associated items)				
	Y = total number of Certification Candidates				
Scoring Guide	1 101	an number of certification cu			
Scoring Guide					
		First-Year Survey			
		Average Range 4.0 – 5.0	Points 5		
		3.0 – 3.9	4		
		2.0 – 2.9	3		
		0.0 – 1.9	0		
		0.0 – 1.7	V	J	